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ABSTRACT

The 1976 Annual Report to the President and the Congress of the National Advisory Council on the Education of Disadvantaged Children (NACEDC) focused its attention on early childhood education, studying alternatives in terms of cost effectiveness, program effectiveness, consolidation and a delivery mechanism designed to meet the needs of the beneficiaries. The Council reviewed plans for studies on compensatory education conducted by the National Institute of Education. Among the recommendations of the NACEDC are that: programs serving the educational needs of children be designed to minimize the need for Federal regulations; a single standard of poverty be established for all Federal programs; in-kind benefits received by those families in poverty be counted as income for the purposes of eligibility for poverty-based Federal programs; and, that longitudinal studies of Elementary Secondary Education Act Title I and other Federal education programs be considered routine and essential. NACEDC is convinced that Title I has been a vital force in increasing sensitivity to the individual needs of students. (Author/JM)

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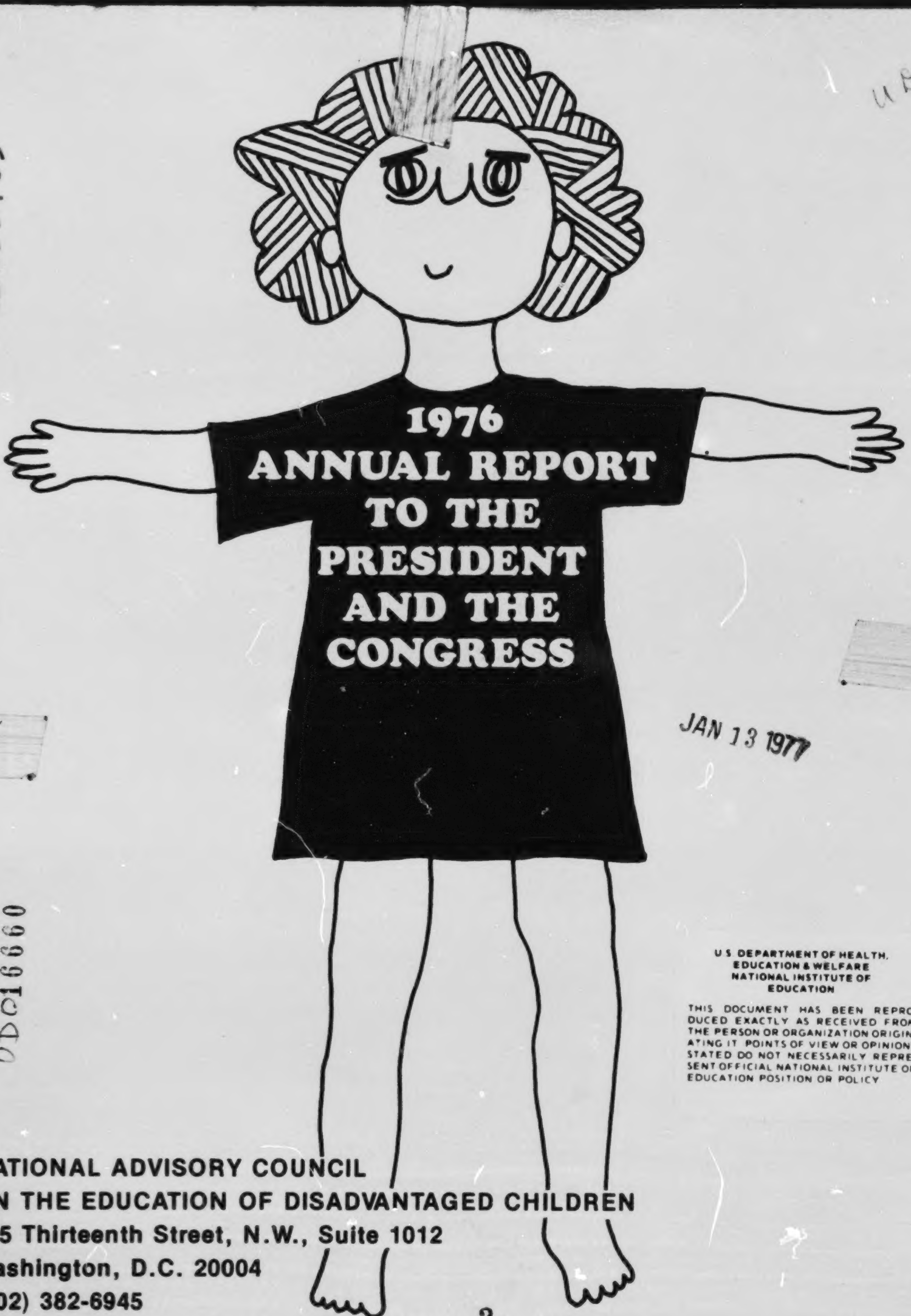

1976 ANNUAL REPORT TO THE PRESIDENT AND THE CONGRESS

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**NATIONAL ADVISORY COUNCIL
ON THE EDUCATION OF DISADVANTAGED CHILDREN
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TITLE I—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

DECLARATION OF POLICY

SEC. 101. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

(20 U.S.C. 241a) Enacted April 11, 1965, P.L. 89-10, Title I, sec. 2, 79 Stat. 27; redesignated and amended January 2, 1968, P.L. 90-247, Title I, secs. 108(a)(2), 110, 81 Stat. 786, 787; amended April 13, 1970, P.L. 91-230, sec. 113(b)(2), 84 Stat. 126.

NATIONAL ADVISORY COUNCIL

SEC. 148. (a) There shall be a National Advisory Council on the Education of Disadvantaged Children (hereinafter in this section referred to as the "National Council") consisting of fifteen members appointed by the President, without regard to the provisions of title 5, United States Code, governing appointment in the competitive service, for terms of three years, except that (1) in the case of initial members, five shall be appointed for terms of one year each and five shall be appointed for terms of two years each, and (2) appointments to fill vacancies shall be only for such terms as remain unexpired. The National Council shall meet at the call of the Chairman.

(b) The National Council shall review and evaluate the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and make recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and to the extent appropriate, experience under other public and private educational programs for disadvantaged children.

(c) The National Council shall make such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and shall make an annual report to the President and the Congress not later than March 31 of each calendar year. Such annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.

20 U.S.C. 2411) Enacted April 11, 1965, P.L. 89-10, Title I, sec. 2, 79 Stat. 34; amended Nov. 3, 1966, P.L. 89-750, Title I, sec. 115, 80 Stat. 1197; redesignated and amended Jan. 2, 1968, P.L. 90-247, Title I sec. 108(a)(4), 110, 114, 81 Stat 786-788; amended and redesignated April 13, 1970, P.L. 91-230. Title I, secs. 112, 113(b)(4), 84 Stat. 125, 126.

1976 ANNUAL REPORT

TO THE

PRESIDENT AND THE CONGRESS

NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Acknowledgments

The members of the National Advisory Council on the Education of Disadvantaged Children express their deep appreciation to the Congressional staffs, State Departments of Education, the staff of the National Institute of Education Policy Division, and the many other individuals who supplied the Council with valuable information upon which this report is based. Our gratitude is also extended to the many parents, teachers, administrators, community leaders and legislators who met and participated in discussions of a number of Council's concerns throughout the year.

Special thanks is due the Health, Education and Welfare Assistant Secretary of Education personnel, the Assistant Secretary of Planning and Evaluation, the Division of Education for the Disadvantaged for their support and cooperation in providing needed information both to the Council and its staff.

Council further acknowledges with appreciation the assistance of the HEW and USOE Committee Management staff as well as the support liaison staff who worked so effectively to assist us in our administrative needs.

Finally, the Council expresses its deep appreciation to the NACEDC staff. A special thanks to Mrs. Roberta Lovenheim, Executive Director, Mrs. Gloria Strickland, Research Director, Mrs. Noreen Borkenhagen, Assistant to the Executive Director, Mr. Paul Keller, Senior Program Analyst, Miss Barbara Lippa, Program Analyst, Mrs. Anne Wassil, Administrative Officer, and Mrs. Lisa Haywood, Secretary.

We are especially grateful to Theresa Buehler of the Graphics Department at Pace University for our cover design.

NATIONAL ADVISORY COUNCIL ON THE EDUCATION
OF DISADVANTAGED CHILDREN
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March 31, 1976

Dear Mr. President:

I am pleased to transmit to you the 1976 Annual Report of the National Advisory Council on the Education of Disadvantaged Children.

The Council focused its attention on early childhood education, studying alternatives in terms of cost effectiveness, program effectiveness, consolidation and a delivery mechanism designed to meet the needs of the beneficiaries.

As is required by Section 821 of Public Law 93-380, the Council reviewed plans for studies on compensatory education conducted by the National Institute of Education. The Council views are contained in an Interim Report which you received in early February, and are summarized in this document.

The members of the Council have maintained close contact with the participants and beneficiaries of the compensatory education efforts financed in whole or in part by Federal resources. The members have spent considerable time reviewing, studying and listening to the views of children, parents, teachers and administrators. Therefore, this report reflects much personal involvement on their part.

On behalf of the Council, let me express our sincere appreciation for the opportunity to serve disadvantaged children and the nation.

Respectfully submitted,

Owen F. Peagler
Owen Peagler
Chairman

The Honorable Gerald R. Ford
President of the United States of America
The White House

The Honorable Nelson A. Rockefeller
President of the Senate
The United States Senate

The Honorable Carl D. Albert
Speaker of the House
The House of Representatives

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SUMMARY OF RECOMMENDATIONS:

The National Advisory Council on the Education of Disadvantaged Children (NACEDC) recommends that:

--Programs serving the educational needs of children be designed to minimize the need for Federal regulations and to require the fewest regulations possible;

--A single standard of poverty be the basis for all Federal programs which are based upon the poverty statistic;

--In-kind benefits received by those families in poverty be counted as income for the purposes of eligibility for poverty-based Federal programs;

--Longitudinal studies of Title I ESEA and other Federal education programs be considered routine and essential to the operation of such programs;

--Congress encourage State and local educational agencies to design and implement courses in parenting skills;

--Congress enact legislation amending Federal income tax laws, to allow low and moderate income parents increased disposable income for employment-related expenses of providing child care;

--Comparability as a concept is a viable requirement for Federal education programing accountability and should be retained;

--There be a common definition of effectiveness utilized by those performing national studies of compensatory education;

--The review of comparability reflect comparable inputs of services to children, not merely count numbers of teachers and textbooks;

--That States provide effective guidance to the LEAs during the period of program design, formulation and implementation of Federal education programs;

--Funding for State administration be raised to 1-1/2 percent of the State ESEA Title I allocation;

--Federal policies, procedures and mandates which impact education programing demonstrate that curriculum decisions have been generated by the community to be served, the families of the children benefited;

--HEW audit agency representatives receive sufficient training in the program areas to which their audits apply;

--States spend the amount they would otherwise have had to return to the U.S. Treasury on Title I eligible children in the audited district;

--A program officer from the State be included with the HEW Audit team for the complete audit;

--Published results from the National Center on Child Abuse and Neglect be immediately disseminated and utilized nationally to combat child abuse and neglect;

--Coordination of like studies be maximized;

--The validation of the migrant student record-transfer system evidence that individual privacy of students with records in the data bank has been respected;

--The study of the migrant student record-transfer system include a review of the feasibility of quickening the response of the system to natural redistribution of migrant populations;

--The review of programs for neglected and delinquent children served in institutions reflect coordination with similar studies and materials being developed at the Department of Justice for children, youth, and adults;

--The Federal Government continue to provide leadership through support of cost-effective demonstrations of successful approaches to raising the educational attainment of children with special needs;

--More and specific attention be directed to the earliest years in a child's life (i.e., prenatal through age 8);

--Federal, State, and local governments continue to develop child and family programs to meet the needs of early childhood**;

--The Federal Government institute and implement interagency coordination of existing services for children at State and local levels;

--A central system be established to disseminate information in order to aid families in locating child care services available through the Federal Government;

--The broadcast media be used, as a public service, to disseminate information on the types of services available in the communities at convenient and appropriate times (i.e., family viewing hours);

--Early Childhood Center personnel be trained through public programs to identify and refer to proper authorities children with characteristics of abuse and/or neglect;

--Early Childhood Education Programs include physical examinations to detect handicapping conditions for all children when enrolled;

--Early Childhood Program personnel be sought and trained who, along with other employment requirements, display linguistic competencies in the child's home language;

--Training of bilingual teachers include course work and field experience through which a positive relationship with themselves, their students, parents, and extended family members may be developed.**

**1975 NACEDC recommendation

PROGRESS REPORT ON COMPENSATORY EDUCATION

Introduction: Program Effectiveness

The past year has evidenced considerable study and concern regarding the effectiveness of compensatory education programs.[1] At the same time administrators of ESEA Title I programs visited by NACEDC report that they have been seeing positive change and have been collecting positive results.

NACEDC reaffirms its support of Title I. State and local educational agencies have given substantial attention to students from low-income families during the past 10 years. As a result students have been staying in school longer. SEAs and LEAs have greater resources to now support public education than ever before. Title I has been a major catalyst in this thrust.

NACEDC is convinced that Title I has been a vital force in bringing about increasing sensitivity to the individual needs of students. From this sensitivity has come a broad spectrum of programs which keep reducing the effects of educational disadvantagement and enable students to remain in school longer.

Under the authorization of Title I, almost $14 billion have been made available. These Federal funds have affected the lives of approximately 7 million disadvantaged children and impact other children in several ways. NACEDC believes that neither success nor failure can be defined in relation to a single standard. Local programs responding to local needs were the intent of Congress. Each segment, each program, each purpose has its own scale of effectiveness. Success can only come from responsiveness to and respect for diversity in students, local school districts, emerging programs, and past experiences.

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[1] See appendix C, p. 92

Measurement of success in the behavior sciences still has its uncertainties; hence the debate will no doubt continue. Such a debate, while not conclusive in terms of the success or failure of programs, is healthy and, properly structured, will no doubt make success more probable.

Evaluations

Another issue over the years has been whether Title I, as a whole, is enabling its participants to "close the gap" in educational attainment. For example, can cognitive gains made by Title I recipients be associated with Title I activities?

According to the U.S. Office of Education (OE), States with a strong commitment to quality compensatory education have achieved gains in students' basic cognitive skills. Gains of this nature have reflected the current trend and national concern for tailoring the Title I program to the needs of individual Title I children.

During site visits to local school districts, NACEDC explored many basic questions about Title I. Among these questions these two kept recurring: What impact has Title I had on its participants? What gains have these students actually made?

While visiting a school district in Highland Park, Michigan (an exemplary reading program identified by OE), the NACEDC witnessed school officials and teachers working with individuals with different learning styles. The high intensity tutoring in reading and mathematics focused on peer teaching and reinforcement techniques developed primarily from principles of programed instruction. Students made gains on an average of 1.9 - 2.6 in reading and 1.7 - 1.8 in math. (See site visit report on p. 56)

During 1974, 46 States and territories reported to OE on Title I students' achievement in basic skills an increase over 1973 in the number of States reporting hard data on reading and math achievement.[2] Of the 46 reports, 15 reflected students making mean gains in reading and math of at least 1 month for each month in the program. An additional 16 States had reading and/or math gains of month per month for a substantial number of participants.

Of these 16 States, the State of Wisconsin reported the largest gain with 66.8 percent of its Title I students scoring gains of at least a month per month in reading, and 71.5 percent showing improvement in their math scores. Based on these observations and other information made available to NACEDC, it is evident that more children in Title I programs are now making more progress than in the past.

State Evaluation Reports

Title I requires annual and/or periodic evaluations of programs at the various levels of its administration. LEAs are required to review and examine their local programs and submit their findings in report form to the SEA. From these findings the SEAs aggregate local information regarding their programs and submit ESEA Title I Evaluation Reports to OE. On the basis of these reports, surveys conducted by the National Center on Education Statistics (NCES), and other special studies, the OE is mandated to submit an annual report to the Congress on the national impact of the Title I program.

Despite considerable effort, States have not provided adequate information of program effectiveness in their reports. This has been due in part to methods used to collect information from the different school districts. The Education Amendments of 1974 mandated the

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[2] USOE, Division of Education for the Disadvantaged.

U.S. Commissioner of Education to develop models for evaluating Title I programs. The objective was to work up an evaluation and reporting system which would provide more meaningful data needed at each administrative level of the Title I program.

OE contracted with RMC Corporation to improve reporting from State Evaluation Reports. As an expansion of the advisory process, the Council was asked to designate a member to serve on the contractor's advisory panel. Thus, the Council contributed to the development of the new format designed to provide meaningful and useful data to the Commissioner, the Secretary of HEW, and the Congress. The final report will be issued this year

Impact of Title I Dollars

The annual ESEA Title I appropriation has increased from \$959 million in 1965 to \$2,050 million in 1977.[3] However, the impact should not be viewed in terms of services to an increased number of children. This is so for two reasons: First, the concentration requirement has focused more Title I services on each beneficiary. Second, and perhaps most constraining, the inflationary effects of increased costs have reduced the purchasing power of the education dollar. For example, the estimated average annual salary, nationally, of instructional staff in public elementary and secondary day schools in 1965 was \$6,935. In 1976 it is \$13,005. Classroom teachers in 1965 received an average of \$6,485, which increased in 1976 to \$12,524.[4] These increases do not include benefits which accrue as a result of seniority, retirement benefits, sabbatical leave, training opportunities, and so on.

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[3] USOE, Division of Education for the Disadvantaged.
[4] Estimates of School Statistics, NEA Research Publication, 1975-76.

It is tempting to associate higher expenditures with improved program expectations and opportunities. It is obvious from even the single example cited that this cannot be done. Therefore, the increased resources for ESEA Title I should not be expected to provide a correlative increase of program effectiveness.

Title I Contributions To Education

While there has been no true increase in Federal efforts, evidence is increasing that Title I has contributed significantly to education in terms of aiding disadvantaged children. However, Title I has worked to the benefit of a far larger segment of the student population than just the disadvantaged; it has benefited education in general. NACEDC does not mean to suggest that Title I funds have supported general education activities but rather that through spin off, emphasis, and the awakening in some children and their teachers of new hope, education generally is being helped. There is without question considerable evidence that:

1. Title I is producing learning gains in many institutions across the country. The Council and others are regularly visiting and reporting on successful projects in order that promising practices can be dissiminated widely.
2. In many school districts across the country Title I has been a catalyst for change ... resulting in new approaches, better methodology, and genuine concern about ensuring that each and every child learn basic skills and attitudes necessary to help him become a productive member of society.

Educational disadvantagement is the harvest of seeds planted earlier in the home and nurtured by ill-prepared staff, shortages of staff, poor methodology, quantitatively and qualitatively inadequate materials, and administrators and boards of education whose techniques worked well to stifle initiative and maintain the status quo. But Title I has eroded the base on which stifled initiative and the status quo rested.

Title I requires achievement in children in order to justify why the money is being spent. Title I requires parent involvement. And a majority of those parents must be parents who will ask, "Is learning taking place?" because it is their children who are involved.

Title I requires schools to be comparable. In school districts where it was once comfortable to put more resources in certain schools and shortchange others it is no longer comfortable and, hopefully, no longer possible. The fact is, without a comparability requirement, many school districts would today deny disadvantaged children local and State dollars for their education to be supplemented by Title I dollars.

Parent involvement has been another significant contribution of Title I. Educators, particularly administrators, have espoused parent involvement in certain aspects of educational planning and decision-making for years. As a result of Title I, they have had to do more. Some have done an excellent job. But it seems evident that this is just a "game" in many local school districts. NACEDC firmly supports parent involvement with or without Title I.

During visits to some school districts, NACEDC has witnessed a genuine trust and a mutually supportive relationship between parents and school officials. This is the basis for a successful Title I program.

Title I is bringing about the development of a cadre of professionals and others devoted to serving the disadvantaged. This effort offers hope for the future of the teaching profession. Educators have frequently professional opportunity only in dealing and working with children who could and would succeed without concentrated efforts. Most disadvantaged children will not succeed on their own. They need effective professional assistance to achieve success.

Title I can be more successful if more emphasis is placed on its use as a vehicle for change. Educators must foster change which will bring acceptance of the fact that no one method is best for all children. Educators must also foster change which will help achieve the flexibility needed to vary the staff, the materials, and the methodology to address the individual needs of children.

To some this suggests a massive redesign and development program; however, it is not that massive if the following hurdles can be overcome:

1. Changed attitudes within the profession.
2. A change from reliance on preservice education of the professional staff to inservice or mid career programs of professional development.

In addition to month per month achievement gains, increased self-esteem, school attendance and parent involvement, and developing attitudes, Title I programs have also contributed to our educational system in other areas. Many of the original "successful" Title I programs have been incorporated into regular school programs.

One example is the State Compensatory Education program in Newport, Rhode Island. State compensatory education funds were used to provide compensatory educational services for grades one through three. Later the State decided to fund compensatory education programs for grade one, then two, and subsequently three. The school administrators determined that all children should receive the special services Title I had formerly funded. Title I funds could then be used for remedial programs for children in grades four through six.

The Government Accounting Office report released December 12, 1975, cites three successes of Title I:

> Students had a greater desire to participate in class and a more positive attitude toward school.

Students had more interest in reading than they did before entering the program.

Parents had a more hopeful attitude toward their children's education. This resulted in more parental involvement.

Title I has increased the practice by the Nation's school systems of testing all children. Although Title I funds can only be used to test Title I eligible children, they were instrumental in prompting State administrations to provide funds for testing all children and for identifying children in need of compensatory education.

Additionally, Title I provided the seed money for aide programs. State and local school districts reported that it was almost impossible for an aide to work exclusively with Title I participants when other children in the room were asking for help. Because Title I showed the value of teacher aides, many State and local districts decided to employ aides with State and local funds.

AUDIT FINDINGS

Compliance Efforts

In HEW Audit Agency Reviews, misunderstandings have arisen regarding what constitutes alleged violations in terms of supplanting and general aid. Before determinations can be made regarding these violations, OE must clearly and concisely define these terms. Nonetheless, the question must be faced and the Title I participant must not be adversely affected as a result of OE inaction.

Audit findings have been studied, discussed, debated, and defined since 1970. In reality, the findings are frequently based on incomplete information or misinterpretation of a regulation or guideline.

For States that have been audited in the past and the audit findings, see appendix A, p. 70.

The NACEDC recommends that HEW audit agency representatives receive sufficient training in the program areas to which their audits apply.

Audits Find that Title I ESEA is 99.4 percent Accurately and Legally Spent

During the past 10 years, according to HEW agency auditors, over $14 billion has been spent operating Title I programs. During this period, Federal auditors from the HEW Audit Agency and General Accounting Office (GAO) questioned the expenditures of $241 million in Title I funds, 0.6 percent of the total. OE has requested reimbursement for approximately $7 million; less than $700,000 has been returned.

There is much more to audit findings than returning funds to the Treasury. The Title I participant is the victim when State refunds to the Treasury are required instead of requiring the State to spend equal funds for Title I programs. Congress should mandate authority to the Commissioner to permit States to spend an amount equal to these misused funds on Title I children within their State institutions rather than return the money to the Treasury. Therefore, the Council restates its 1972 recommendation that States spend the amount they would otherwise have had to return to the U.S. Treasury on Title I eligible children in the audited district.

Technical Assistance

NACEDC has seen great improvement as a result of State audits. However, States are still experiencing charges of violations in the areas of general aid, supplanting, and comparability. As stated, the Council does not believe that these concepts are defined with sufficient clarity in the regulations.

State technical assistance to the LEAs in program application approval could reduce some of the alleged violations reported by HEW audits.

One percent of State Title I allocations is spent on administration. Auditors have reported that local administration often suffers from lack of State guidance and lack of funds. Further, State costs are greater in a program such as Title I ESEA, which is State-administered. OE's State program reviews cite the need for additional technical assistance for proper application approval. In order to increase technical assistance to LEAs, NACEDC recommends that funding for State Administration be raised to 1-1/2 percent of the State ESEA Title I allocation.

The Council would like to commend OE for including a program officer from their agency in the concluding conference with the HEW Audit team. However, to be even more effective NACEDC recommends that a program officer from the State be included with the HEW Audit team for the complete audit. This would assist the audit team by giving a broader perspective to the complete audit.

Comparability

The Council has examined the comparability regulations since 1970. In their 1975 Annual Report, NACEDC recommended that comparability regulations be expanded to include the child's special educational needs; and, allow that State and local funds targeted to serve children who are educationally disadvantaged, have bilingual needs, are handicapped, or who have special learning disabilities, be excluded from comparability computations.

The Council supports the comparability law and regulations, but finds that these requirements are premised upon indicators which may not demonstrate comparability. The Council is concerned that documentation of comparability reflect that the needs of children with special learning requirements have been satisfied, and that the meeting of the needs of such children be described in terms which indicate how these services are in addition to those provided to non-Title I eligible children.

Further, flexibility should be permitted when it has been documented that comparability, as currently described by regulatory indicators, conflicts with services most responsive to needs assessment. NACEDC is examining a replacement for the complex regulation currently expected to be in force.

Clarity and brevity are needed in the comparability regulations. A clearer definition will contribute to a restatement of comparability with more appropriate indicators. For example, the present indicators of comparability do not necessarily reflect comparability of services but enumerate supplies, textbooks, and so on.

PARENT INVOLVEMENT

NACEDC's involvement and support for parent participation in Title I programs extends back to 1970. Then, as now, NACEDC regarded parent advisory councils (PACs) as essential in the planning, implementation, and evaluation of local Title I programs. The Council believes that PACs are effective in obtaining the cooperation and support of parents who have children enrolled in Title I programs, and in enlisting the talents and skills of the community in developing effective programs. It is important to the psychology of success with children to ensure that school and home work together. When they do, it provides one alternative to the financial dilemma faced by many school districts. NACEDC supports the current general provisions of the Title I ESEA legislation which mandate establishment of PACs for each school district and for each school served by a Title I program within the district.

Training of Title I Parents

In 1972 NACEDC recommended that Congress mandate and OE encourage the inservice training of parent advisory council members by providing special incentive grants through the States.[5] With the increase of Title I programs since that time, NACEDC reaffirms that such training continues to be a necessity. The responsibility of local school district PACs for advising LEAs on the planning, implementation, and evaluation of Title I programs and projects necessitates a thorough knowledge by parents of the programs' objectives and procedures. NACEDC endorses the efforts of OE to provide technical assistance for such training and encourages their continued activities in this area.

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[5] See NACEDC Annual Report, 1972, pp. 17-18.

Correlation With Higher Student Achievement

There is insufficient evidence to date on the correlation everyone expects to see with regard to parent involvement and its impact on student achievement. The reason is that no comprehensive study has been done nationwide to determine this correlation or to collect the necessary data to substantiate it.

Therefore, NACEDC sees the need for such a study, which would include an agreed-upon list of specific types of parental involvement as program variables. There are states and school districts with scattered useful data which could be reported in an organized manner to assist in this effort.

State Advisory Councils

In previous annual reports[6], NACEDC has advocated the establishment of State Advisory Councils. NACEDC believes that a statewide council can expedite the collection of data by OE and other organizations concerned with Title I and improve the flow to LEAs of information concerning promising practices in compensatory education. Our opinion is based on the fact that State level agencies are charged with the administrative responsibility for Title I programs. It is also based on the fact that it is important for decisionmakers at all levels to have input from representatives of those being served by Title I.

As of this date, 33 States reflect this view and have developed State Advisory Councils for Title I.[7] NACEDC has received valuable information from such councils concerning Title I program operation and impact. The Council recognizes that these organized groups have functioning roles and would encourage the establishment of similar councils for the remaining States and territories in the United States.

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[6] See NACEDC Annual Report, 1972, pp.15-16.
[7] See appendix for list of State Advisory Councils.

These councils are not mandated by Federal law and operate in widely different ways from informal advisory roles which they assume on their own to very formal advisory roles guaranteed by State cooperation.

Services to Neglected and/or Abused Children

From the inception of the Council, it has been difficult to obtain information on services to neglected and/or abused children. Fortunately, OE is now conducting a study in which a member of the Council will be participating with the Task Force to finally come up with major needs and alternatives in this area.

Research has not indicated, thus far, how to prevent child abuse or neglect or how to treat the abusing parent or the abused child. It has been found that child abuse is not a problem unique to a family's particular economic level. Overall, the abusive parents' behavior is a learned trait from their own childhood. Lack of attention, unrealistic parental expectations, low self-esteem, and physical and verbal abuse are passed from parent to child.[8]

Another new development is Public Law 93-247, The Child Abuse Prevention and Treatment Act, passed in December 1973, which has activated an $85 million specialized Federal program to combat this epidemic-like problem. Its major thrust is to fund promising efforts to identify, treat, and prevent abuse and neglect.

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[8] Day Care & Child Development Report, September 29, 1975, pp.9-11.

(The NACEDC includes any group organized for the purpose of influencing the State on Title I ESEA program planning and needs assessment.)

A National Center on Child Abuse and Neglect (NCCAN) has been established in the Children's Bureau of HEW's Office of Child Development to implement the program--both the demonstration grant and the technical assistance portions. NCCAN is responsible for publishing an annual summary of research on child abuse, conducting a statistical survey on the number of incidents, and providing technical assistance.

Programs are supported through two sections of the act: the demonstration grant program and technical assistance to State governments. Under demonstration grants a wide variety of individuals, institutions, and State or local agencies are eligible to receive funds.

The law requires that at least 50 percent of the funds appropriated in any year be spent on the demonstration grant program. Under these programs, HEW awards grants and contracts for the following purposes:

--Training programs for professionals and paraprofessionals in relevant fields;

--Creation of regional centers to provide multidisciplinary services;

--Provision of trained child abuse teams as consultants to rural and other areas which do not have resident experts;

--Innovative programs and projects, including parent self-help programs.

The NACEDC recommends that published results from the National Center on Child Abuse and Neglect be immediately disseminated and utilized nationally to combat child abuse and neglect.

EARLY CHILDHOOD EDUCATION

Introduction

The NACEDC recommends that more and specific attention be directed to the earliest years in a child's life (i.e., prenatal through age 8).

NACEDC has focused this year on early childhood education, assessing the needs of children, and how these needs can be met. Evidence that practitioners agree with this Council position is the proliferation of mandated kindergartens in 49 States and the multiplicity of preschool programs.[9]

The fundamental needs of children (i.e., nutrition, medical attention, affection, care, and protection) are basic necessities. Children normally learn when the basic necessities are fulfilled and appropriate opportunities for learning are provided. However, a child with unfilled basic necessities is unlikely to achieve his or her maximum potential, despite excellent opportunities and concentrated efforts. Title I ESEA has contributed to a solution of this problem by initiating methods for the early detection and identification of children with special needs.

Some outstanding early childhood education programs have been designed, started, disseminated, and wholly or partially funded with Federal resources for compensatory education. Such programs as Headstart, the Bank Street College of Education programs in New York City, the HOPE Program of Charleston, West Virginia, the Cognitively Oriented Preschool Programs in West Chester, Pennsylvania and Ypsilanti, Michigan,[10] to name a few, have proven effective in meeting the needs of preschool-age children. Many State and local school districts have implemented similar programs on remediation with a developmental approach. It is now up to the Federal Government to reexamine its original approach to compensatory education and early childhood education.

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[9] NEA data.

[10] See Site Visit Reports Section.

Because of their importance, NACEDC reiterates its recommendation from the 1975 Annual Report that Federal, State, and local governments continue to develop child and family programs to meet the needs of early childhood.

School systems in this country cannot be expected to respond to all the needs of the family or to fulfill all of its responsibilities. Schools should attempt to develop an appreciation for a socially desirable lifestyle and not set the tone of what this lifestyle should be.

NACEDC believes that basic learning takes place within a child's socioeconomic environment and is therefore significantly influenced by it. Concentration on the child's socioeconomic environment has led the Council to develop this working definition of a family as:

> The total environment of personal relationships in which a child exists is reared or finds himself.[11]

Parenting Skills

> "The development of a child does not begin the day he is born, or at the age of three, but much earlier, during the formative years of his parents.[12]

The most significant people in a child's life are his parents, or those whom a child perceives as fulfilling that role. Yet, many such persons have no idea of what to expect of children at different stages in their development. Parenting skills have been one of the major areas of neglect in the Nation's educational system. Schools have traditionally offered little or no experience or training for this role. It is assumed that parenthood is instinctive or learned in one's own family. However, changing lifestyles and the fragmentation of the family are preventing such learning from taking place.

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[11] See appendix B , p. 79

[12] Dr. Edward Zigler, Director of the Child Development Program, Yale University, in AMERICAN EDUCATION, Aug./Sept. 1975, p.8.

This absence of education for parenthood produces negative results, especially for the growing group of teens who become parents before they have completed their own development. Consider:

--One in every ten 17-year-old girls in the United States is a mother;

--1974 statistics show that 220,000 girls aged 17 or younger gave birth, 15 percent for the second or third time;

--estimates of the maternal and infant mortality rates associated with adolescent pregnancies run about 30 percent higher than for mothers over the age of 20.[13]

Governmental and voluntary agencies have emphasized the need for formal training in parenting skills within the framework of the school curriculum.

NACEDC recommends that Congress encourage State and local educational agencies to design and implement courses in parenting skills.

Child Care

Lifestyles are rapidly changing in America:

--about 9 million children are now being reared by a single parent;

--the bulk of these children are poor and include at least 10 percent under the age of 6;

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[13] PREPARING TOMORROW'S PARENTS, Elizabeth Ogg, Public Affairs.

--51 percent of all American mothers with school-age children are working outside the home--two-thirds of these in full-time jobs; and,

--in families with children under 6, one in three mothers hold outside jobs.[14]

The pertinent factor in these changing lifestyles is that nearly half of the 37.3 million women in the labor force are working because of pressing economic need (i.e., they are either single parents or have incomes under $3000 per year). These factors cannot be ignored, and action must be taken to provide support for the family situation.

It is not the Government's concern to restructure the family; the variety we find in class, race, ethnic group, religion, or region is the very keystone of our society.

Public programs must be formally committed to the basic needs of children within the family unit. These must be sustained and purposeful interaction provided between the services and the recipients.

Many researchers agree that a substantial portion of a child's development takes place before he enters the first grade. NACEDC views child care and early childhood education as significant factors impacting on the educational development of children and has, therefore, reviewed the effectiveness and delivery of some of the existing federally sponsored child care programs. Some of these were funded as Research and Development or Innovative Programs. Valuable data and program formats for the education of young children and their families have been collected for dissemination and use throughout the country. The task is to utilize these data in a cost-effective manner within the programs already available to young children and their families.

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[14] Dr. Urie Bronfenbrenner, NEWSWEEK article, Sept. 22, 1975, p.53.

Focus on the importance of education in the early years should not be construed as a substitute for concentration in the later years. The aim is to provide preventative measures which would eventually alleviate much of the need for compensatory education at a later date.

Program Coordination

At present there are many programs servicing the needs of children. HEW alone has over 200 programs providing services for children with special needs. Nevertheless, coordination of these programs has been very limited. The Government by its very nature is organized by functional mission through agencies for health, education, transportation, labor, agriculture, and so on. These agencies deal typically with only one aspect of family life and do so too often in isolation from and unrelated to, the concerns of other agencies. The family then becomes the focal point of services which are fragmentary, overlapping, and in some instances in conflict with one another. Yet when attempts are made to reorganize the programs by client groups, e.g., children, the effort cuts across the functional mission of each agency. Each of the agencies is committed to the goal of coordination, but sees itself as a coordinator of all others.

No one program can be expected to meet the needs of all children. Variety must be maintained to allow parents to choose whatever form of care they feel is best for their children. However, minimum Federal standards of quality must be maintained to provide the groundwork in building successful programs, particularly where subsidies are provided by the Federal Government.

The Federal Government is presently attempting some cross-agency coordination of programs. For example, the Interagency Panel on Early Childhood Research and Development aims to increase interagency coordination of research and support in the early childhood area. The Committee on Children was established in HEW to provide intra-agency coordination of all child-related programs. Other agencies which operate child-related programs should be encouraged to move in this direction.

While agency coordination is strongly urged, it should not be interpreted as a recommendation for commonality of program design or cost. Numerous factors influence the variations in costs of care: geographic regions, urban/rural locations, ethnic pockets, number and qualifications, licensing standards, and program arrangements. Legislators must assess available resources and find ways to create from them an effective flexible system. The need for child care programs is so great and varied that it cannot be met with a standardized Federal design.

NACEDC endorses the need for Federal assistance in the delivery of such services as parent education, screening for handicaps, prenatal services, in-home and center-based care, and health and nutritional services.

NACEDC recommends that the Federal Government institute and implement interagency coordination of existing services for children at State and local levels.

Child and Family Services Act of 1975

The Council's position on this legislation is best summarized by the following testimony by the Chairman:

> ...In the Council's judgment, the Child and Family Services Act exaggerates the need for the revamping and superseding of existing service delivery structures and allocates tremendous resources for establishing new mechanisms--resources that will not reach those in need of services. The provisions in the bill,

> for over one-third of a billion dollars in the first two years for the purposes of training, planning and technical assistance seems to approach extravagance in light of the serious dollar constraints now imposed on programs designed to deliver services directly to people...[15]

In addition it must be recognized that the variety of programs demands a dissemination effort by those involved. A central system to include all types of aid to families and their children should be established in order to lift the burden from localities which are constantly plagued with questions. At present there is no central source for obtaining this type of information, which should be available in one central source in each community.

NACEDC recommends that a central system be established to disseminate information in order to aid families in locating child care services available through the Federal Government; and, the broadcast media be used, as a public service, to disseminate information on the types of services available in the communities at convenient and appropriate times (i.e., family viewing hours).[16]

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[15] See appendix B , p. 88 , for complete text of testimony.

[16] Both public and commercial television resources can be employed more fully in the dissemination of information concerning services available for young children and their families. Programs which have been proven effective should be publicized and utilized in other geographic areas where the content would be appropriate. This would be more cost effective than waiting for original productions in individual States. Through television more young children and their families may be reached more quickly and needed services may be rendered to preschool children at a critical time in their development. The early detection of handicaps and subsequent ameliorative action frequently make the difference in the direction a child's life will take.

Child Care Support Through the Federal Tax Structure

The Family Need: Increased economic pressure on the family has in most instances forced mothers of dependent children to become an additional income earner. Indeed, mothers of children under the age of 18 now comprise 40 percent of the female labor force. Almost half are in families where mothers are the sole source of support. Others are working to supplement the low income earned by their spouses. Statistics supplied by the Federal Reserve of Boston indicate that the median income of families with children under the age of 6 in which both parents worked was about $1,000 less than that of families with children under 6 in which only the male was employed.[17]

As of March 1972, there were 26.2 million children with working mothers. The cost of providing child care is highly significant to these mothers in view of the fact that the median earnings of working wives in 1972 were little more than $3,500 from full- or part-time employment. At such earning levels, the cost of child care is often the deciding factor as to whether one single parent considers working or staying at home to collect welfare.

Congress recognized in the early seventies that child care expenses placed a heavy burden on parents working to support their families. It incorporated revisions in the then-existing child care deductions available for families. The deduction was meant to reach all families with child care needs. However, the problems still exist.

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[17] Federal Reserve of Boston, New England Economic Review, September/October 1974.

The Ineffectiveness of Current Child Care Tax Deductions:

The current child care deduction incorporated into the Internal Revenue Service (IRS) tax legislation has been recently updated. To qualify for the IRS child care deductions, effective for the taxable years beginning after March 1975, a family must meet several requirements relating to employment, income, recipients of payments, and how payments are made. The significant eligibility requirements are as follows:

--Families may only claim a deduction for their dependent(s) under the age of 15.

--Married couples must both work substantially full-time and single parents full- or part-time.

--Regardless of marital status or employment status, only the child care expenses incurred while actually working are deductible.

--Only payments made to someone other than a relative or dependent are deductible.

--Deductions of actual expenses up to a maximum of $400 per month are allowable if the care is in the home. If the care is outside the home, a monthly deduction of actual expenses is allowed up to a maximum of $200 for one child, $300 for two children, or $400 for three or more children.

--Full deductions are allowed for families with a total combined adjusted income of $35,000 or less. Above this adjusted income, however, the amount of deduction allowed decreases on a sliding scale until, at an income level of $44,600, no deduction is allowed.

--Families are eligible for the deduction only if they itemize all their deductions on the income tax return, and do not take the low income allowance or the percentaged standard deduction.[18]

For American families, the restrictions for child care eligibility are so narrow that most low and low-middle income families are eliminated. Since it is a tax deduction, not a tax credit, it can be used only by families who itemize their deductions.

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[18] Information summarized from Tax Reduction Act of 1975, Commerce Clearing House, Inc., and NEW ENGLAND ECONOMIC REVIEW, Sept./Oct., 1974.

Statistics bear out the fact that these restrictions have effectively excluded low and moderate-income families. Seventy-five percent of income tax returns filed in 1972 in which adjusted gross income was less than $15,000, a figure well above the median income of two-worker families in 1972, did not itemize deductions, thus not including a child care deduction. The inappropriateness of itemizing deductions is understandable, since in most instances, nearly two-thirds of itemized deductions are accounted for by interest and State and local taxes. Lower income families generally do not own their own homes and so cannot deduct property taxes and mortgage interest costs. In practice, therefore, the current child care tax deduction excludes the poor.

More important than the financial costs borne by parents who while employed must provide care for their children are the problems faced by low income families who are forced, because of high costs, to "economize" on their child's care to the extent that they rely on unlicensed and uninspected services in their neighborhoods. While many neighborhood child care centers provide excellent and convenient service, there are some that may not have the financial ability to adequately meet the child's health, nutritional and emotional needs. Inadequate services may hurt a child both physically and mentally.

Certainly some form of additional Federal effort is necessary to improve the ability of parents to provide child care services. If such aid is to continue through the Federal income tax structure, certain modifications in the law must be undertaken to include those families most in need of its benefits--the low and middle-income families. It is worth noting that Congress is currently in the process of revising and extending several of these child care deductions.

NACEDC recommends that Congress enact legislation amending Federal income tax laws, to allow low and moderate income parents increased disposable income for employment-related expenses of providing child care.

Child Care Expenses as a Tax Credit:

An alternative to the present itemized child care expense deduction has recently been introduced to the U.S. House of Representatives through the Ways and Means Committee. Section 504 of the Tax Reform Act of 1975 (H.R. 10612), if enacted, would simplify and broaden the provision for household and dependent care services necessary for a taxpayer to work.

The bill would replace the itemized deduction for household and dependent care expenses with a nonrefundable income tax credit, and would allow a credit against tax for 20 percent of expenses incurred for the care of a child under age 15 (or an incapacitated adult) in order to allow the taxpayer to work. In the present deduction program a separate child care schedule of monthly expenses must be filed in addition to other tax material. This form would be eliminated and present monthly deductions would be replaced with a maximum annual deduction of $200 for one dependent and $400 for two or more dependents. With a 20 percent credit, the maximum credit would be $400 for one child and $800 for two or more.

Several additional changes would be made. The income limit of $44,600, over which no present itemized deduction for child care is allowed, is to be removed. The credit would be available regardless of income level to taxpayers claiming the standard deduction.

Furthermore, it would be extended to cover married couples in cases where either the husband, wife, or both work part-time.

In addition to changes in amounts and eligibility criteria, the bill also proposes elimination of the distinction between care in the home and care outside the home. The credit would be made available to a divorced or separated parent who has custody of the child. Finally, the requirement that the deduction for the taxpayer be reduced by disability income received by his dependent is to be eliminated.

NACEDC joins the House Ways and Means Committee in support of this bill and urges Congress to enact such legislation at the earliest possible date.

Alternative Support Mechanisms:

NACEDC supports the need for mechanisms which will aid low and moderate income parents in providing adequate care for their children. While the Council's emphasis is placed on the Federal income tax child care credit, currently before Congress, the alternative support mechanisms outlined below has received some support from others concerned with this issue.

Vouchers: This mechanism could be provided through two methods; either vouchers sent directly to the family, which would allow them to choose the care for their children; or, vouchers which could be sent directly to those that provide the care for the children.

Private day care people support the voucher, claiming that the competition would be healthy and provide an incentive to upgrade services.

Opponents argue that vouchers could lead to segregated facilities and leave the field wide open for frauds.

NACEDC believes there is great value to encouraging competition among those qualified to provide child and family services. Vouchers issued to families for the purpose of giving them free choice in the selection of providers, whether public, private nonprofit, or private for profit, would diminish the isolation of low income children and families in Government operated and supported facilities.

Direct Cash Payments: Another alternative frequently mentioned is to provide direct-cash payments to families to use as they desire, subject to the Federal Government's intended purposes. It would allow families to choose whatever child care they desire: at-home care with a babysitter, care at a center, preschool or several other options available to families. This would grant families the right to choose child care without economic constraints.

Informed sources have told us that the Administration is presently considering basic reforms in the welfare system which would provide as their basis direct cash payments. Such consideration should bear in mind this option for child care, which could be easily tied in.

Predicting such a reform, former HEW Secretary Caspar Weinberger recently remarked:

> ...There is a way to end the welfare mess, and it is by adopting a completely new system that would be coordinated with and administered through our tax system. We should abolish our piecemeal welfare program right now and substitute a simple cash grant, based on need, measured by income and payable to those who meet a strong work requirement if they are able to work...[19]

Arguments against this type of proposal parallel those used against the voucher proposals. In addition, any form of direct cash payment fosters arguments that the money would not be used for intended purposes.

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[19] "My Turn: column, Caspar W. Weinberger, NEWSWEEK MAGAZINE, August 18, 1975.

Industry-Supported Child Care: While all of the alternatives previously mentioned have been options strictly for the Government, a few are open that industry could also be involved in.

Some corporations are now providing child care services for their employees; there is no reason why many more cannot provide such services. In fact, research has shown that corporations have much to gain. Providing such services effect results in the turnover rate a marked decrease in tardiness and absenteeism and increased concentration on the job.[20]

Deductions are now available to industries under the Revenue Act of 1971, for the construction of facilities for child care.

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[20] THE REALITIES AND FANTASIES OF INDUSTRY-RELATED CHILD CARE, Denver, Colorado. Symposium on Child Care hosted by the University of Colorado Medical Center and the Office of Child Development, May 1973, p.27.

THE CHILDREN--SPECIAL NEEDS

Introduction

NACEDC's objective in recommending increased emphasis on programs to fulfill the needs of children during the early stages of their development is to reduce the large number of school age children who function below their grade level. In developing programs to meet this objective, NACEDC would encourage consideration of children with special needs and ways in which their maximum educational attainment can be insured. Methods must be developed which will address the needs of the physically handicapped, the non-English speaking, the migrant, the emotionally disturbed, the mentally retarded, and the neglected and/or abused. For each of these groups the question must be answered as to what type of early childhood education program would best serve their special needs. Some of NACEDC's concerns in the planning of such programs are cited below:

Neglected and/or Abused Children

There are no accurate statistics on the incidence of child abuse and child neglect; estimates range from between 60,000 to 500,000 cases a year--and for every reported case of child abuse, from 10 to 100 cases are not reported.[21] The number of cases is rising--partly because more children are being battered, but also because more incidents are reported as public and professional awareness increases.

It is a long and difficult process to educate adults responsible for child abuse and/or neglect to the point where the incidence of such treatment will decline significantly. Immediate steps may be taken once the neglected and/or abused child is identified. Personnel in early childhood program centers are often unaware of characteristics in a child's behavior or physical condition which may indicate abuse or neglect. An increased awareness by center personnel of the symptoms of child abuse and appropriate training in the proper procedures to eliminate such treatment would help reduce the number of children victimized by this epidemic-like problem. To provide such personnel NACEDC recommends that Early Childhood Center personnel be trained through public programs to identify and refer to proper authorities children with characteristics of abuse and/or neglect.

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[21] Hearings, Senate Subcommittee on Children & Youth, 1973.

Handicapped Children

Oversight and investigative hearings culminating in recent legislation, Public Law 92-142, has focused national attention on services for the handicapped child. The services to be required have been defined in statutory language as "appropriate free public education,"[22] and $300 million has been authorized from Federal resources for this purpose. State categorical funds for handicapped children are estimated at approximately $85 million.[23]

NACEDC recognizes that many handicapping conditions could be alleviated or minimized through early detection. Defects in hearing, vision, speech, and so forth, can be detected through physical screening for preschool-age children. Such detection and treatment activities could help prevent more severe handicaps in later years.

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[22] According to that law, "the term 'free public education' means special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State educational agency, (C) include an appropriate preschool, elementary, or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program required under section 614(a)(5)."--p.2--P.L. 92-142.

[23] Fiscal year 1975 statistics, Office of Education.

NACEDC recommends that Early Childhood Education Programs include physical examinations to detect handicapping conditions for all children when enrolled.

Bilingual Education

The use of the child's home language is vital to the maintenance of his physical and emotional well-being. Personnel to whom young children are entrusted can respond more appropriately to the needs of young children and their families if all talk the same.

The child's home language, used as a medium of instruction, allows the child to build upon his linguistic background at the same time that English is being acquired.

Maintenance of the child's home language provides a bridge between the home and the outside world, a bridge that becomes an emotional see-saw for the child who must continually switch two languages at a stage when he has command of neither.

NACEDC recommends that Early Childhood Program personnel be sought and trained who, along with other employment requirements display linguistic competencies in the child's home language.

NACEDC also reiterates its 1975 recommendation that training of bilingual teachers include course work and field experience through which a positive relationship with themselves, their students, parents, and extended family members may be developed.

Conclusion

The needs of children and their families are too often overlooked by policymakers who plan early childhood programs. Their quickly conceived solutions through "patchwork" approaches contribute little in terms of an answer to the immense overall problem. Legislators must be willing to try approaches (such as a Family Assistance Plan, a voucher system, a tax credit) that attempt to correct the present system. Funds must be directed to the needs of the children. They are this Nation's most valuable resource; the future depends upon them.

ACTIVITIES OF THE COUNCIL

Introduction

In accordance with the Council's mandate to review and evaluate all Federal educational programs designed to meet the educational needs of educationally deprived children, the Council's activities for this year were designed to accomplish the following objectives:

1. Examine Federal programs in the area of early childhood education and interact with educators, legislators, and other interested groups, including parents;
2. Observe compensatory education programs showing promise in raising the educational attainment of educationally deprived children;
3. Review programs which, in practice, overlap within school districts and make recommendations to remedy this duplication;
4. Advise the National Institute of Education (NIE) on the design and execution of the compensatory education study mandated by Public Law 93-380;
5. Report objectively on our site visit findings and the relevancy such programs have for educationally deprived children.

Recognizing the broad scope of its mandate, the Council sought the opinions of persons familiar with each of the above subjects at the national, State and local levels. It hosted several seminars focused on the critical problems in early childhood education, which provided a forum for sharing information on possible solutions, including alternative solutions, to these problems. On site visits, the Council met wherever possible not only with teachers and administrators but also with parents of participating children to discuss the existing programs. The Council has also assisted in developing increased inter- and intra-agency coordination among research, evaluation, and education demonstration projects mandated by Public Law 93-380, through monitoring the National Institute of Education (NIE) Compensatory Education Study and also through involvement in meetings of the Task Force on the Education of the Disadvantaged and of the Federal Interagency Committee on Education (FICE).

Several Council members were invited, during the past report year, to speak before State compensatory education groups and parent groups in New York, New Jersey, Ohio, California, and Texas. Members spoke of the overall concerns and obligations of the Council and listened intently to concerns expressed regarding Title I programs in each of the States.

Reflecting the Council's concern that State compensatory education evaluation studies accurately reflect each State's progress in this area, the Chairman appointed one Council member to serve on the policy evaluation board headed by the RMC Corporation to revise current procedures for State reports.

Council and staff members, in our continuing close relationship with OE, attended several of the training sessions of its Division of the Education of the Disadvantaged on the regulations held throughout the country. In addition, the Council submitted written testimony on the proposed Title I regulations, after consultation with several parent groups in our Washington office.

Council and staff were involved in meetings with the executive secretary of the Chief State School Officers to help develop a liaison between the OE Migrant Division and migrant officials in each of the States. These meetings resulted from a recommendation in our 1975 Annual Report to the President and the Congress that the Chief State School Officers form a unit within their D.C. organization to link with State officials serving migrant children's needs.

Accomplishments

Coordination: sensitizing various levels of government that inter- and intra-agency coordination was a valuable tool in government service, leading to cost effectiveness, reduction of duplication, and useful studies.

Advisory process: contributing to the refinement of the advisory process at the Federal, State and local levels of government, and thereby increasing the role of the citizen in the affairs of government.

Legislative recommendations: contributing legislative and administrative recommendations which were adopted in the areas of child care, early childhood education, Title I ESEA, parent involvement, and advisory council management.

Parent involvement: taking a leadership role in the development of models and encouragement of worthwhile efforts in parent involvement nationwide, and contributing to the development of a Federal posture in parent involvement in Federal education programing.

NACEDC Site Visits

NACEDC site visits to local school districts included visits to New York City; Baltimore; Montezuma Creek, Utah; Fulton and Amory, Mississippi; West Chester, Pennsylvania; Highland Park and Ypsilanti, Michigan; Charleston, West Virginia; and Fort Lauderdale and Boca Raton, Florida.

It became increasingly clear over the past year that, despite controversy over the impact of Title I programs, our examination of compensatory education programs in these States indicated that a number of highly successful programs are effectively meeting the needs of disadvantaged children. Our site visit activities were all oriented toward the objective of obtaining meaningful and valuable data on promising practices to fulfill our statutory obligations and of gaining the experience to substantiate our support for Title I. In working toward this objective, our preliminary observations suggest that Title I programs have several important characteristics in common:

a. They tend to place heavy emphasis on specific diagnosis of basic skills for individual students.

b. Some programs relied on providing individualized instruction in heterogeneous ability grouping.

The following pages reflect the NACEDC's observations of each site and are described in detail.

SITE VISIT REPORT

Location: New York City, New York

Name of Project: Title I Sponsored Programs

Date of Visit: May 9, 1975

Description of Programs:

The Title I program administered by the New York City Board of Education is the largest federally funded educational program in the country. It has received over $1.2 billion since the program's inception in 1965. The program has served as a model, both in the kinds of programs offered and in the relationships established between the public and private sector.

Schools were visited which offered a variety of Title I programs, including: Strengthening Early Childhood; Follow Through; Corrective Reading and Mathematics Programs; Bilingual Programs; and non public school programs. In addition, some members of the Council visited Riker's Island Corrective Institutions for men and women to examine educational program offerings there.

Strengthening Early Childhood
(P.S. 243 K Brooklyn)

This program is designed to develop skills in the areas of language and reading. Instruction is provided in small groups, with the aid of educational assistants. A daily pre kindergarten curriculum is incorporated into the total program. A total of 285 children participate including kindergarten through grade two.

Follow Through
(P.S. 243 K Brooklyn)

This school uses the Bank Street College of Education approach to Follow Through, which stresses that a child's learning in school as well as his total growth are closely involved with his positive self-image and general emotional well-being. The teacher plans specific individualized instructional experiences utilizing children's interests as the curriculum core based on an assessment of each child's motivation, learning style, and developmental level. A total of 475 children are involved in the program--kindergarten through grade three.

(P.S. 33 Manhattan)

This Follow Through program utilizes the self-sponsored model based on a child's development philosophy. Focus is upon the individual child, with specific sequential learning experiences developed and planned for each child by the staff. Children have access to films, recording tapes and records, pictures, adding machines, primer typewriters, cameras, reading laboratories, phonic and spelling games, and a variety of mathematics and science materials as well as dictionaries and encyclopedias.

Although children are encouraged to work independently or in small groups, adult assistance is available when needed or desired.

Bilingual Program
(P.S. 9, Manhattan)

P.S. 9 has a dual bilingual program (French and Spanish), which is a full "maintenance" bilingual program as opposed to transitional or partial bilingual programs. Intensive instruction in English, subject area instruction in the pupil's dominant language, and the development of the pupil's dominant language, including reading comprehension, are integral components of this dual bilingual program. An equally important part is the children's study of their own culture as well as the culture and history of other children in the school.

The program's objectives are to maintain normal progression in the academic achievement of bilingual children while they are learning the second language, and to develop in them a positive appreciation of their own as well as other cultures.

Nonpublic School Corrective Reading & Mathematics
(Holy Spirit School)

These corrective programs are designed as diagnostic/prescriptive. Instruction is provided to small groups of children on a daily basis by specialized reading teachers using a variety of approaches, depending on the diagnosed needs of the children.

Facilities were limited, and the principal expressed concern because students had to leave the regular classroom to receive Title I services. She felt that these students fell further behind in their curriculum, which the Title I services are designed to remedy.

Rikers Island
(P.S. 189X and P.S. 233X)

Programs in the men's correctional facility were directed toward all inmates ages 16-18 and for inmates between the ages of 18-21 who elected to attend. Virtually, 100 percent of the students were from low income families and qualified for Title I services.

Classroom facilities of the remand center and the vocational workshops of the sentenced prison facility were observed. Vocational assistance was provided in auto body and simple mechanics, shoe repair, tailoring, cloth cutting and spreading, and driver education.

In the women's facility, classes were viewed in the mathematics workshop, legal rights and guidance, high school equivalency, and survival skills. Morale was high, and the pride and determination of the school personnel and students were evident.

Council Observations:

In the Council's view, it is difficult to comment on Title I dollars due to the complexity of the compensatory education offerings and the limited observation time.

It was noted that parents were made available to interact with Council members, but it has been the concern of the Council not only to talk to parents with children in the program but to meet with the Chairman of the advisory group and other PAC representatives of the parents of children receiving Title I services.

Another observation made during this visit was that while visiting one of the schools with a high enrollment of non-English speaking students, an enormous amount of valuable instructional time was devoted to testing--a full 6 to 8 weeks. Council was concerned with the validity of these tests and was not able to observe many classrooms due to the testing program.

The visit to the women's facility on Rikers Island, which is supervised by the New York City Board of Education, revealed a high degree of pride and determination displayed by the school personnel and students. The various programs provided to the inmates offered an opportunity to receive a regular diploma upon completion of the required curriculum. It is unusual for a board of education to assume responsibility for such a program. The Council commends New York City and its Board for assuming such responsibility.

SITE VISIT REPORT

Location: Baltimore, Maryland

Name of Project: Mergenthaler Vocational-Technical High School

Date of Visit: June 12, 1975

Description of Program:

Mergenthaler Vocational-Technical High School opened in September 1953, offering a unique and well-defined program of education. The student body is selected. All students applying for admission must meet entrance requirements as established by the school in cooperation with the Bureau of Educational Testing. The school's programs provide 3 years of trade training in addition to the regular senior high educational subjects.

The Vocational-Technical curricula includes: airframe and powerplant mechanics; automatic heat installation and service; automotive mechanics; brick masonry; business education; commercial art; commercial foods and baking; cosmetology; dressmaking and design; electrical construction and maintenance; printing; machine shop; plumbing and heating; mechanical drawing and drafting; practical nursing; photo-lithography; radio and television; sheet metalwork; welding; electric arc and gas; woodwork; electrical maintenance technology; industrial electronics technology; mechanical technology; and tool design technical.

The school provides opportunities for work-study and placement upon graduation. Coordinators with the school interact with employers in industry and business to place seniors in part-time jobs, confer regularly with the employer and student during the work-study period, and place students in jobs upon graduation.

Council Observations

Council was extremely impressed by the level of motivation evident in each of the classes observed. Students were obviously enjoying what they were doing, and morale was high.

Evidence of this level of motivation was presented in figures from the school on absentee rates and dropout rates. Both are extremely low, with attendance rates remaining at a constant high level.

These types of programs are especially promising in an area where students' rate of absence and dropout rates are generally high. Motivation remains the key to success.

SITE VISIT REPORT

Location: Fulton & Amory, Mississippi

Name of Project: Itawamba County Child Development Center
"Home Reach," Menise County Child Development Center

Date of Visit: August 11, 12, 1975

Descriptions of Programs:

Itawamba County--Fulton, Mississippi

The program serves 30 children aged 1 through 5, with a waiting list of 90. The program is staffed by paraprofessionals and housed in a rental church, with a total budget of $84,794. Total staff includes: director, four teachers, five assistant teachers, one social worker, one full-time cook, one part-time secretary, and one part-time janitor.

There are no economic standards for selection. The program serves families with one parent or a working mother. 60 to 70 percent are low income, but only three or four are below poverty level. A fee of $6.25 per week is charged for each child. The program receives 75 percent of its funds from the Appalachian Regional Commission and 25 percent from fees, donations, and local sources.

Two meals and an afternoon snack are provided. Parents are urged to become involved with the program through regular parent meetings and open invitations to the center. Inservice training is provided to parents to help them gain a better understanding of possible learning experiences a preschooler can get right at home.

Home Reach Program--Amory, Mississippi

The Center operates a 12-month program--9 months are centered based; 3 months, home-based.

The program uses Captain Kangaroo educational materials, along with other educational materials designed by the education coordinator. These materials are taken into the homes by the home visitor weekly and are used by the parent and the child in correlation with the daily program.

The children also attend a "center based activity" once a week for approximately 2 hours. The activities are conducted in mobile units in various areas of the county. On the day an area's children attend the center, the home visitor for that particular area, along with the child's family service coordinator and a part-time teacher's aide, helps the education coordinator with the various activities. These activities are planned to reinforce what children are learning at home.

The school-base program has 50 students (10 percent handicapped) with three teachers, six aides, and three classrooms. It is a certified professional staff. The total budget is $94,000, with a waiting list of 50.

The Center has a parent advisory committee which meets once a month. They have a few parent volunteers that work in the program. Costs for tuition averaged $25 per month. Funding for the program: 75 percent Appalachian Regional Commission; 25 percent tuition, State funds, and Amory School funds.

Council Observations:

The Itawamba County Center was a cheery facility with a nice fenced play area. The children had started a garden in the play area. It was a very expensive program due to the number of personnel. Yet, few had early childhood training. It was evident that there was a good rapport between teachers and students. While it appears to be a worthwhile program, it was felt that more children could be served adequately with the same amount of funds.

Observation of the home reach program was limited since it was visited in the summer session. A home visit with one of the social workers was observed. Both the child, who was emotionally disturbed, and the parent seemed very receptive to the program, as the social worker progressed through the materials she brought. The social worker had a wonderful rapport with the family and was well able to deal with the child.

SITE VISIT REPORT

Location: Charleston, West Virginia

Program: Home-Oriented Preschool Education (HOPE)

Date of Visit: August 1975

Description of Program:

HOPE was developed 1968-1971 under OE auspices as a system for delivering effective early childhood education in the hills and hollows of rural Appalachia. HOPE used three field instructional components: daily television lessons; a home component consisting of a paraprofessional home visitor, parent materials, and parent involvement in teaching; and a weekly group experience for the child in a mobile or stationary classroom with a qualified early childhood teacher. A fourth component, the curriculum development team operated out of AEL in Charleston, West Virginia, to prepare television lessons titled "Around the Bend" and all necessary support materials for home visitors, parents, and classroom use. The curriculum team's products were based on a systematic program of research and development of the three-component HOPE process. The background work has extended over 3 years of field testing (1968-1971) and 2 years of replication studies in widely geographically separated Appalachian communities (1971-1973).

The original HOPE Program has been widely recognized and acclaimed at local, State, and Federal levels, and has been selected for overseas recognition by the United States Information Agency. It has also been used as a basis for other home-based programs.

The program's design combats the physical isolation imposed by typical characteristics of rural Appalachia--rugged terrain, poor roads, scattered population, and a low tax base. Television is not limited by these barriers; it serves as an equalizer. Television is available in about 96 percent of the homes of Appalachia's rural preschool children (1974 field studies). The trained paraprofessional is a local person, so poor roads pose less of an access barrier. Parent involvement is high, as parents are assisted in being effective teachers of their own children. Since paraprofessionals and parents carry much of the teaching load, the region's low tax base is better able to support needed early childhood education. There are some things, however, that only a professional teacher can accomplish. Just one teacher and one aide, who meet with a different group of children each half-day session, can serve 120 children per week.

As a standard feature of the original and the new television series, a weekly television guide informs parents of what is on the daily broadcast of "Around the Bend" and suggests related follow-up activities for use at home. Activities in the viewing guide are being age-graded to fit the child's individual level of development. Age-grading of these materials is a new feature that MPE's curriculum research is making possible. Age-grading was handled informally in the past. The new daily programs provide parents immediate suggestions for child learning opportunities at home. The home visitor reviews the child's progress, listens to the parent, and demonstrates to the parent how to work with the child. Parents have their own regular group meetings to discuss mutual concerns and to provide support to one another. In the HOPE Program, the classroom teacher has the child in one half-day session each week in the child's neighborhood; a coordinator of field operations handles scheduling and other program maintenance and administrative functions.

Council Observations

Council members commended the local television network which provides thirty minutes free each day for this program to be presented. The program has a 90 percent acceptance rate in this rural community and presents a good individualized program.

The home visitor explains to the mother how to utilize supplies available in each household for a child's activities. Through these complementary programs, evaluation of the child's activities can take place immediately and in the familiar home setting.

Excellent manuals which explain activities to be undertaken, are available for teachers and parents to use with these programs.

The programs are funded on a research and development grant from NIE which runs out this year. Members expressed the hope that so excellent a program would not go to waste if NIE stops funding. Many areas should be able to utilize such an approach for early learning.

SITE VISIT REPORT

Location: San Juan County, Utah

Name of Project: Title I Sponsored Programs

Date of Visit: September 12, 1975

Description of Program:

San Juan County is an extremely large area covering 8,000 square miles, 93 percent of which is public land, including a portion of the Navajo Indian Reservation and land allotted to a group of Southern Ute Indians. Over 60 percent of Indian people in Utah reside in San Juan County. The school district is so large that great distances have to be traveled between schools.

The San Juan School District presently serves approximately 1,300 Navajo students, with another 700 enrolled in related educational programs (i.e. Head Start, etc.); this is 46 percent of the total student population of 2,744. Average per pupil expenditure is approximately $1,400, of which $384 is Federal money which does not include impact aid funding. The remainder of the funding is from State and local resources.

The Council visited classes in the Montezuma Creek Elementary School, the Bluff Elementary School, the Indian Curriculum Center in Blanding. Due to the great distances involved in traveling from school to school, and the limited time frame that the Council was working within, visits in each of these schools were limited.

The majority of classes were small, most having fewer than 20 students. The need for special programs was noticeable. However, the reason given for this apparent lack of special programs was the inability of the school district to find a certified teacher willing to relocate.

The district has been having great success with training residents of the area through the Career Opportunities Program (COP). COP has provided the San Juan School District with most of its Indian teachers. However, the program is due to expire at the end of the year.

The Curriculum Center in Blanding provided members with the opportunity of learning where materials for use in these schools were developed. The materials are designed to aid students in developing a greater awareness of the Navajo culture.

Parent participation seemed to be a problem at these schools. However, this appeared to be an educational/cultural problem which time and understanding would correct.

Council Observations

Considering the vast expanse of territory encompassed by the San Juan School District, the ratio of Navajo-speaking, non teaching community workers to the Navajo population and square miles is low.

Special extraordinary strategies are needed to intensify the pace of inservice training in cross-cultural education for the entire spectrum of the school district's personnel--administrative, teaching, maintenance, and so on.

Cultural differences between the Indian children enrolled in the school system and non-Indian instructors often limit the ability of the teacher to accurately measure pupils' progress. Educational achievement tests for such students must be specialized, so as to ensure accurate measurements and prescriptions for compensatory education curriculums when necessary.

The great distances which many children in the school district must travel to and from school each day is a significant factor in total school programing. Attention must be given to the mental and physical strain of such travel and activities undertaken to insure against fatigue does not become a primary factor in the underachievement of many of the children.

Cultural differences between the Navajo children and non-Indian teachers is often an inhibiting factor to maximum student achievement. Navajo teachers and aides were observed to be much more effective in the classrooms, and efforts should be continued to train Navajos to serve in the school system.

SITE VISIT REPORT

Location: West Chester, Pennsylvania

Name of Project: Cognitively Oriented Prekindergarten Program (COPE)

Date of Visit: November 10, 1975

Description of Program:

COPE is an appropriate program for use with prekindergarten, kindergarten, and transitional first-grade students. Children from low and middle-income families and those with specific learning disabilities have successfully participated in it.

The project is an early learning program designed to enhance the intellectual, language, and socio-emotional development of the participating children. Based on a child's skills and the development of the participating children at entry, he/she attains instructional levels. The program's activities are divided into two complementary dominions: the developmental curriculum and the achievement curriculum. Program objectives are pursued in a variety of learning situations including individualized instruction, small and large group instruction, and free inquiry experiences. The approach is primarily teacher-directed, and the children are encouraged to actively participate in learning activities. One classroom teacher and two full-time teacher aides are required to fulfill a 1:8 adult-pupil ratio.

The subjects constituting the academic area are reading, math, science, social studies, health, and safety. Reading and math were covered daily while the others were covered on designated days during the week. The activities found in the general curriculum included those relating to music, art, small and large motor exercises, classroom operations, colors, shapes, left to right progression, and time and space concepts. These activities were devised to accentuate the skill areas of sensory-motor coordination, auditory discrimination, visual discrimination, and conceptual language skills.

In data for the 2 years, participating students demonstrated respective gains of 3.20 and 2.61 months/month of attendance as measured on the Slosson Intelligence Test. In these years statistically significant gains were achieved in language development as measured by the Peabody Picture Vocabulary Test and the Verbal Language Development Scale. Socio-emotional development gains were achieved as measured by the Vineland Social Maturity Scale.

Evaluative criteria designed to measure attainment of specific objectives are built into each level of instruction. In addition, use of a battery of standardized pre- and post-test measures can be undertaken for assessing development in intellectual, language, and socio-emotional areas.

Council Observations:

Areas of interest included the techniques used to instruct 3 1/2- to 4 1/2-year-old children in reading and math. It was observed that the COPE Program approaches these educational goals through a variety of interesting activities viewed as "games" by the children. The teachers often took the students, individually or in small groups, to a "Total Environment" room to acquaint them with sight words. This is a large, circular enclosure which is completely dark. Large words are projected on the room walls with the associated picture, capturing the complete attention of the children and quickly leading them to recognize sight words. These sight words were reinforced through many of the "games" in the classroom. After only a month or so in the program most of the children are able to identify most objects with the word.

The class' teaching staff consisted of one "Master Teacher" and three aides. The aides were students of the college, enrolled in educationally related courses or in work-study programs. Presently the COPE Program does not have a formalized teacher-training component for students majoring in Early Childhood Education. However, one is planned for the future.

Members were in general agreement that COPE was an effective program. However, some felt that many local school districts throughout the country may not be quite ready to institute the high quality COPE Program because of limited funds and lack of qualified staff. The minimal cost ($70-$80) per child for start-up costs plus $30 per child per year maintenance costs does not include staff, building, or other costs that are part of the program.

Concern was expressed over the lack of physical checks for children each morning, as well as the lack of an outside play area.

Due to the lack of funds, no longitudinal study was available on COPE students to ascertain whether or not skills were retained. It was suggested to the COPE administrators that such a study could be accomplished by a graduate student for his/her master's thesis. This suggestion was well received by the COPE staff.

Council members would like to see this type of "lab" school incorporated into the education departments of all colleges, utilizing education majors and supportive personnel such as nurses, nutrition aides, and others.

SITE VISIT REPORT

Location: Ypsilanti, Michigan

Name of Project: The High/Scope Early Elementary Program

Date of Visit: November 27, 28, 1975

Description of Program:

The High/Scope Cognitively Oriented Curriculum is an "open framework" approach that places both the teacher and the child in active, initiating roles. It attempts to blend the virtues of purposeful teaching with open-ended, child-initiated activities.

This program is concerned with educational change through the implementation of a curriculum framework based on Piagetian developmental theory. This framework focuses on the underlying cognitive processes that are the ground from which the child learns the formal systems for acquiring and organizing knowledge of the world.

Implementation of the curriculum centers on training of the teaching staff, and the development of training procedures and materials is of the highest priority in the High/Scope Program.

Of equal importance is the involvement of parents in the process of education. This is achieved primarily through educational home visits by teaching staff, and by participation of parents in the classroom program on policy advisory committees.

The curriculum is concerned with the development of children's thinking, communication, and academic skills. Thinking skills, or powers of reasoning, are at the center of the program, because they are the foundation for basic learning.

The curriculum is not a course of study for the child--it is for the teacher:

--to help her understand how children organize the world in their minds.

--to enable her to organize a classroom environment that is attuned to the individual child, to the group, and to the culture of the community being served.

--to give her the knowledge and the guidance she needs to be an effective teacher.

The overall objective for every Cognitively Oriented classroom is to create an orderly and predictable environment that nurtures and strengthens the natural process of intellectual (i.e., cognitive) growth in the young child.

The teacher is expected to be actively involved in this learning process. The purpose of the curriculum framework is to orient the teacher to the most observable things children do at different stages in their cognitive development, and thereby give her a basis for planning activities and observing children.

As a Follow Through model sponsor, High/Scope Foundation has gained considerable experience in implementing and monitoring Cognitively Oriented programs at diverse sites throughout the Nation. The supervisors, or "curriculum assistants," for these programs are trained by the High/Scope Foundation Staff in workshops held in Ypsilanti regularly during the school year.

The High/Scope Foundation Training and Development Center (TDC) is the Foundation's own Cognitively Oriented Classroom. The TDC is a classroom for 35 kindergarten through fifth grade children from the Ypsilanti-Ann Arbor area. (There is also a separate preschool.) Located in a renovated service station garage, the TDC has sufficient room for a large number of observers and trainees to watch, videotape, or work with the children.

As the sponsor, the Foundation not only collects its own evaluation data, but also utilizes the local school agencies test results. Information collected includes such data as pre-Follow Through test results, comparison data of Follow Through and non-Follow Through children (grades K-3), and longitudinal follow-up data on fourth and fifth graders who have been through Follow Through.

Most of the teaching and training staff are currently working for the Foundation's Office of Education training and demonstration projects (Follow Through, Bureau of Education for the Handicapped (BEH), Special Projects, and BEH Demonstration Preschool "First Chance" Project). Other funds for the school come from tuition fees, a Lilly Endowment grant, and training and technical assistance contracts with local school districts.

About half of the students pay no tuition fees. Maximum fees are: Preschool ($400/year); Kindergarten ($250/year for half-day sessions); Elementary and Middle School ($500/year). The students are a heterogeneous group drawn from all socioeconomic and ethnic groups in the Ypsilanti area. They include gifted children, children who show normal development, high risk children, and handicapped children.

Council Observations:

The approach used by the Foundation model is seen as a valuable alternative model which could be utilized with Title I. It is not appropriate for all children, but could be invaluable to many.

The important role that the teacher plays in this program further suggests that teachers are the key to all success in any program. More Title I funds should be spent to give teachers an opportunity for observing these types of programs and deciding how to integrate the salient factors in their classrooms.

Council members expressed some reluctance at utilizing this method in many of today's classrooms. It was felt that the atmosphere is too experimental for complete adoption into school systems without major modification of the entire educational program.

Members were very impressed with the use of paraprofessionals in the preschool home program. These were mothers who had participated earlier in the infant program and could relate well in the area homes. This program demonstrated an ability to reduce educational disadvantagement upon entry to elementary school.

The program is capable of absorbing handicapped children who do not have severe disabilities, and working with them well in a mainstreaming program.

SITE VISIT REPORT

Location: Highland Park, Michigan

Program: High Intensity Tutoring Project

Date of Visit: November 29, 1975

Description of Program:

The High Intensity Tutoring (HIT) Centers provide an individualized instruction program designed to develop vocabulary and comprehension skills in the reading center and to increase computational abilities, problem-solving, and understanding of mathematical concepts in the math center.

Sixth, seventh, and eighth grade students, identified as deficient in basic grade level reading and/or mathematics skills, are selected for participation. They are selected on the basis of performance at least 1 year below level on standardized tests in reading and/or mathematics and on the basis of observations by the teacher.

The high intensity tutoring in reading and mathematics focuses on peer-teaching and reinforcement techniques developed primarily from principles of programed instruction. Seventh and eighth grade "tutors" assist sixth grade "tutees" in developing grade level skills and reinforce correct performance, as the "tutors" up-grade their own skills through this cooperative learning approach.

All activities take place in rooms reserved for this purpose. Students attended the center for one-half hour per day, 5 days per week. Each center is staffed by a certified teacher and two aides. The certified teacher supervises the implementation of the program and participates in the preparation and selection of materials for the students. Teacher aides assist in supervising students, provide instruction to students, chart daily progress, assist in distributing motivational materials, assist on field trips for tutors, take students to and from class, and prepare bulletin boards.

The basic components of the HIT Program is the instructional and motivational systems. A central feature of the instructional system is the daily calculation of the percentage of correct responses for each student in the program. When any student's rate falls below 90 percent for 3 consecutive days, the difficulty of instructional materials is decreased to make the task easier. When the rate exceeds 94 percent for 3 days, the difficulty of instructional materials is increased to make the task more difficult. This procedure ensures that new learning is introduced at the optimum rate and that nearly all responses are correct. The motivational system for students is based upon points earned for correct responses. Each student has a point "bank book" and each center determines when points could be redeemed for tangibles or privileges. Tutors earn rewards on the basis of attendance.

Evaluation Procedures

The Wide Range Achievement Test (Arithmetic Sub-test for the Mathematics Centers and the Reading Sub-test for the Reading Centers) was selected as the evaluative instrument for the program because of the close correlation between the content covered by the test and the content of the program. Testing took place in September, January, and May. In some sites, students were involved in the program for only one-half year.

Evaluation Findings

The following tables summarize the final results from the two HIT Mathematics and HIT Reading Centers:

Student Test Results: Mathematics Center at Title I Schools

A total of 132 students completed the program and were pretested and posttested.

	No. of Students	Percentage of Students
1.5 year or more gain in G.E.U.	71	53.8
1.0 to 1.49 year gain in G.E.U.	37	28.0
.75 to .99 year gain in G.E.U.	8	6.1
.50 to .74 year gain in G.E.U	9	6.8
.25 to .49 year gain in G.E.U.	1	.7
.01 to .24 year gain in G.E.U.	1	.7
No gain or regressed in G.E.U.	5	3.8

Student Test Results: Reading Centers at Title I Schools

A total of 105 students completed the program and were pretested and posttested.

	No. of Students	Percentage of Students
1.5 year or more gain in G.E.U.	73	69.5
1.0 to 1.49 year gain in G.E.U.	10	9.5
.75 to .99 year gain in G.E.U.	6	5.7
.50 to .74 year gain in G.E.U.	6	5.7
.25 to .49 year gain in G.E.U.	2	1.9
.01 to .24 year gain in G.E.U.	3	2.9
No gain or regressed in G.E.U.	5	4.8

OE has validated this project as a highly successful Title I project. (July 1973)

Council Observations:

Council members were very pleased with the evident success of this program, which emphasizes development of basic skills. Peer-group tutors seem to work extremely well, and both "tutors" and "tutees" appeared enthusiastic about the program.

Teachers, aides, and administrators all appeared enthusiastic about the success of the program. The administrators pointed out that discipline problems have been reduced since the program's inception and believe that the program is an excellent model for adaptation elsewhere.

Members were very impressed with the success and enthusiasm displayed by all participants. It was recommended that other Council members follow-up this visit to observe the success for themselves.

SITE VISIT REPORT

Location: Fort Lauderdale, Florida

Name of Project: ESEA, Title I Reading Clinic

Date of Visit: January 29, 1976

Description of Program:

The Title I Reading Center of Broward County was constructed in 1966 to offer clinical services for improving reading and language skills to children from disadvantaged schools. Its basic purpose has been to help individual children and support classroom teachers in improving reading throughout the system.

Approximately 2,000 students receive diagnostic and remedial instruction each year at the main reading clinic and its five sub clinics. The program is custom designed and individually prescribed and diagnosed daily. Individual corrective prescriptions are specified according to diagnosed weaknesses. Each teacher instructs approximately 30 students per day. Intensified instruction utilizing a multi media, intersensory approach is based upon each child's self-perception, learning style, behavior pattern, and skills deficiency.

The length of a child's stay in the program depends on the nature of the difficulty. Since learning difficulties are related to many factors, including those of a health and psychological nature, additional supportive services are provided. The nurse screens pupils for physical and sensory deficiencies.

The individual's progress is carefully recorded, and that record is carefully reviewed by the staff.

Staff includes supervisor, head teacher, clinician, liaison non public, graphics specialist, nurse, psychologist, research and reading specialists, and teacher aides. Professionals and paraprofessionals all experience the same inservice training each school year.

The clinician and psychologist utilize various test instruments to provide in depth studies for the teaching teams. Assessment of each factor is made by the teams so that an appropriate teaching-learning method is structured for each activity.

In addition to the opportunities for in service training, the Center also provides follow-up evaluations on the children once they leave the Center. As well as administering periodical posttests, the involved school personnel may be consulted regarding the progress of special released cases. Additional special instruction may be scheduled if the follow-up studies indicate it is necessary.

Through conferences, parents are helped to understand the learning difficulties of their child. The parents are welcome at all times at the centers.

According to the project director, the county received $2.818 million in Title I funds for this year, approximately $300 per student.

On April 16, 1975, OE's National Right To Read Program officially recognized the Reading Center of Broward County as one of the outstanding validated reading programs in the United States, meeting the validation requirements of the American Institutes of Research and the Dissemination Review Panel within OE.

Council Observations:

The Center is a most attractive and well-planned area which should be an incentive to children serviced there. However, the practice of taking children from their based schools in buses for a 45 minute session 2 or 3 times a week may not, in our opinion, be particularly beneficial. Council members are not in favor of segregating children with special needs into a separate facility. It is felt that more beneficial results can be obtained by providing services in the regular classroom--on a one-to-one basis.

The facility has been in operation for the past 10 years. While the program has been recognized as successful, the Council felt that such continuous funding could have been put to better use in the individual Title I schools, and such a facility could have been used to train Title I teachers from the entire region at minimal additional cost.

The Council was able to meet with a representative sampling of involved parents from the Center, which the project director said were members from the local PAC. Members were impressed by the fact that some of the involved parents were males. The president of the group expressed great faith in the results of the reading program and involved herself with the teachers and administrators to express parental concerns. However, some members felt that the parent group presented to the Council was not representative of the people whose children are receiving services.

Overall, members felt that the capital outlay expended for the total program was very extravagant vis-a-vis the total effectiveness of the program.

SITE VISIT REPORT

Location: Boca Raton, Florida

Name of Project: Florence Fuller Child Development Center

Date of Visit: January 30, 1976

Description of Program:

The Florence Fuller Child Development Center (FFCDC) is a community project providing a variety of services to children of all races and creeds from the age of 30 days to 18 years in the city of Boca Raton, Florida.

Children 1 through 5 are served full-time, 5 days a week. Regular medical and dental examinations, with follow-up care, are provided. Two hot meals and snacks are provided under a program of the Department of Agriculture. The curriculum is directed toward the total development of each child, and classes are divided into five age groups with a total enrollment of 125.

An after-school program for school-age youngsters is provided from 2:00 - 6:00 p.m., 5 days a week for children 6-12. Emphasis is placed on enrichment, tutoring, athletics, arts, crafts, and field trips. Supper is provided at 5:30 p.m. (free to those who enroll). A summer program is also available for this age group, providing a 10-week, full-day program of activities, with one meal and two snacks at no charge to families.

The Dorothy Fleegler Nursery houses infants aged 30 days to 1 year under the direction of a registered pediatrics nurse with a trained staff to assist her. Proper nutrition is provided and taught to parents.

Financing is provided through private fund-raising, membership drives, the United Fund, the City of Boca Raton, the State of Florida through the Division of Family Services, and Federal matching funds through Title IV-A and Title XX of the Social Security Act. Ninety-five percent of the children served pay no fees. Approximately 43 percent of the funding utilized is from sources other than the Federal Government.

The City of Boca Raton leases the land to FFCDC for $1 per year, in an area within walking distance of many of the disadvantaged children. Those children who cannot walk to the Center are picked up by buses driven by members of the teaching staff. Staff members and paraprofessionals utilize a variety of skills, other than teaching, to ensure the smooth-running operation of the Center.

Council Observations:

In the Council's opinion, a program like this, with support and commitment from the entire community, is one that should be encouraged by the Federal Government. A large source of the total outlay for the Center is provided through sources outside the Federal Government and, as such, provides an excellent source of encouragement to other centers which could be modeled on this.

The Center is serving children and families most in need in the area and is encouraging parents to find employment instead of welfare. Parents are employed as assistants in the program and serve as examples and encouragement to other parents in the community.

Some members expressed the opinion that the voucher system mentioned in our early childhood section of the report would benefit a program of this sort and allow more continuity for the children after the parents move into the work force.

Overall, members were impressed with the dedication of the entire staff, the involvement of the entire community, and the extent to which the outside funds are utilized in the overall funding of the programs.

Conclusion

NACEDC has examined these programs to determine whether they share common programmatic characteristics that might explain their effectiveness in spite of budgetary constraints, restrictive regulations, and diversities in students' abilities. Our particular interest was in those programs that have demonstrated success for 1 school year with students making at least a month per month gain.

NACEDC can conclude, with confidence, that although the obstacles to operating successful compensatory education programs are significant, more similar programs can be found throughout the country.

MANDATED STUDIES

Introduction

In 1973-74, the Elementary and Secondary Education Act (ESEA) underwent broad, detailed review by Congress. The result was Public Law 93-380, the Educational Amendments of 1974, enacted August 21, 1974.

Certain sections of P.L. 93-380 mandated that the National Institute of Education perform a major study of the operation and administration of the Title I ESEA compensatory education programs.

Section 821 of that Act also stipulated that NACEDC "shall advise the Institute with respect to the design and execution of such study."

OE also received such a charge. Section 417A of the ESEA, Amendments of 1974, called upon the Commissioner of Education to present to Congress not later than November 1 of each year comprehensive evaluations and surveys relative to the Act. Section 151 of the Amendments also commissioned OE to undertake a broad Title I evaluation. The commissioner of Education, it was stated, "shall provide for independent evaluations which describe and measure the impact of programs and projects under this Title" (Title I).

This too became a subject within the advisory scope of the NACEDC not only because of the Council's broad enabling mandate, but also because of the two studies' coincidental timing and common subject: a major Title I ESEA evaluation.

Interim Report

A substantial amount of NACEDC's time and energy was spent in attempting to carry out its responsibility under the law. After careful review of both the design of the evaluation and the execution of the NIE Study, NACEDC determined concerns that were so serious so as to warrant its first Interim Report ever in January 1975. The subsequent months highlighted continued concerns and NACEDC issued a much more comprehensive evaluation of the NIE-mandated evaluation in January 1976.

Critical to these concerns is our judgment that the NIE evaluation as currently implemented will not answer the basic questions about the efficacy of compensatory education programs and Title I ESEA sought in the legislation. Rather, at best, it can only offer suggestions on how to improve the various aspects of compensatory education.

In addition to the key recommendations that follow, NACEDC is dissatisfied with the near-complete lack of coordination between the OE and the NIE studies and the tendency by NIE officials to inform NACEDC of what actions are being taken rather than involve the Council in the discussions of how best to implement each area of the evaluation. This left NACEDC unable to fulfill its statutory responsibilities.

Key recommendations of the Interim Report are as follows:

--That between OE and NIE there be a common definition and standard of effectiveness of compensatory education programs, taking into consideration all the variables in a school district.

--That the best measurement of effectiveness is longitudinal--that is, over a long enough term to reflect adequately whether the benefit and gain last.

--That Congress and the Executive permit more time for such research to be well prepared.

--That NIE and OE more closely coordinate.

--That the Executive exercise better coordination.

--That exploration of alternatives be given more attention.

--That the longitudinal study be an approach that becomes regular practice, even at State levels.

--That the form of evaluations must test a program's basic assumptions.

--That the NIE surveys more adequately include the larger school systems.

--That the NIE-sponsored demonstrations in altered fund allocation be better developed in order to really comprise concentration/dispersion variations.

--That sole source contracts be avoided.

--That the OE longitudinal study as now designed, flawed by its exclusion of youngsters who move, needs a better arrangement to bridge this problem.

--That the OE longitudinal study needs to be extended in time frame to assess the lasting impact of compensatory education.

Note: For additional details, see "Can We Afford Deficient Evaluations," available upon request from the NACEDC office.

The Study of Poverty Measures

NACEDC staff and members participated extensively in the development of the materials reported to Congress in the Poverty Study mandated by Section 823, Education Amendments of 1974.

The report itemized the distribution of children in poverty nationwide and the impact that changes in the definition of poverty would have on Title I ESEA formulae and other Federal programs based on the poverty measure. It was tailored to the needs of individual Congressmen and Senators, in that the expected loss or gain in funds from the changes made was detailed for their inspection. These useful simulations, however, were not examined for the intrinsic recommendations the Interagency Task Force could have made. There was no agreement on which result would be the most appropriate, and the staffers did feel that the effort to do so would be futile, since they expected to move to the status quo during the reauthorization period.

The NACEDC examined the report, and recommends that a single standard of poverty be the basis for all Federal programs which are based upon the poverty statistic; and that In-kind benefits received by those families in poverty be counted as income for the purposes of eligibility for poverty-based Federal programs.

Other Studies

The Education Division is undertaking other studies which NACEDC will be reviewing as results are released. These studies will review the sustaining effects of cognitive skills gained under Title I ESEA, the validation of the numbers of students served by the Title I ESEA Migrant Program, the review of programs for neglected and delinquent children, a review of the implementation of the comparability regulations. (See appendix C, p.93.)

All of these studies are appropriate to the ongoing administration of existing Federal programs and in the review of the appropriateness of continuing these programs in future planning.

NACEDC is particularly interested in the outcome of the work of these studies, and recommends that:

—Longitudinal studies of Title I ESEA and other Federal education programs be considered routine and essential to the operation of such programs;

--The validation of the migrant student record-transfer system evidence that individual privacy of students with records in the data bank has been respected;

--The study of the migrant student record-transfer system include a review of the feasibility of quickening the response of the system to natural redistribution of migrant populations;

--The review of programs for neglected and delinquent children served in institutions reflect coordination with similar studies and materials being developed at the Department of Justice for children, youth, and adults;

--The review of comparability reflect comparable inputs of services to children, not merely count numbers of teachers and textbooks;

--Comparability as a concept is a viable requirement for Federal education programing accountability and should be retained.

Conclusion

NACEDC sees merit in evaluations of limited scope at the national level and has found local level longitudinal data useful. Further, the Council has found simulations of the effect of formulae changes, or other redistribution schemata, useful.

Therefore NACEDC recommends that:

--There be a common definition of effectiveness utilized by those performing national studies of compensatory education;

--Programs serving the educational needs of children be designed to minimize the need for Federal regulations and to require the fewest regulations possible;

--Federal policies, procedures and mandates which impact education programing demonstrate that curriculum decisions have been generated by the community to be served, the families of the children benefited;

--The Federal Government continue to provide leadership through support of cost-effective demonstrations of successful approaches to raising the educational attainment of children with special needs.

APPENDIX A

SOURCE: HEW AUDIT AGENCY Current to December 1, 1975

	Audit Finding	Sustained	Not Sustained	Category:#1 Violation	Category:#2 Violation
TOTALS	174,758,335	7,861,109	166,897,226		
1. Alabama	1,088,116	12,338	1,075,778	Construction	Supplanting
2. Alaska	4,299,259	51,319	4,247,940	General Aid	Voc.Train.
3. Arizona	1,628,874	762,023	866,851	General Aid	Supplanting
4. Arkansas	2,645,808	453,870	2,191,938	General Aid	Equipment
5. California	953,643	606,490	347,153	Main.of Eft.	School Adm.
6. Colorado	306,156	-	306,156	-	-
7. Connecticut	54,164	4,506	49,658	General Aid	Teacher Sal.
8. Delaware	36,211	5,100	31,111	State Adm.	Salaries
9. District of Columbia	2,049,700	1,560,787	488,913	Inelg.Projts	Inelg.Schls.
10. Florida	11,159,260	101,954	11,057,306	General Aid	Supplanting
11. Georgia	57,690	5,064	52,626	Supplanting	Equipment
12. Hawaii	458,332	-	458,332	Equipment	General Aid
13. Idaho	12,585	3,205	9,380	Projt.Approv	Imp.Charges
14. Illinois	9,482,134	355,691	9,126,443	Equipment	Mob.Classrm
15. Indiana	136,592	5,579	131,013	Inelg.Projt.	State Adm.
16. Iowa	195,974	137,391	58,583	Supplanting	Equipment
17. Kansas	6,676	-	6,676	Admin.Exps.	-
18. Kentucky	831,421	55,865	775,556	Non-Tar.Schs	Media Ctr.
19. Louisiana	-	-	-	-	-
20. Maine	1,069				
21. Maryland	-	-	-	-	-
22. Massachusetts	207,819	692	207,127	Fin.Mgmt.	
23. Michigan	9,076,243	619,214	8,457,029	Supplanting	Bldg.Purch.
24. Minnesota	311,107	207,900	103,207	Construction	Supplanting
25. Mississippi	4,064,312	439,332	3,624,980	Construction	Equipment
26. Missouri	5,920	5,920	-	-	-
27. Montana	31,657	8,404	23,253	Equipment	Construction
28. Nebraska	524,863	71,938	452,925	Supplanting	Non-Tar.Sch
29. Nevada *					
30. New Hampshire	26,873	10,549	16,324	Fin. Mgmt.	
31. New Jersey	2,945,073	638,404	2,306,669	Inel.Child.	Adm.Costs
32. New Mexico	179,182	5,069	174,113	Construction	No Documta.
33. New York	21,807	21,807	-	Unauthorized	Overtime
34. North Carolina	3,311,565	554,961	2,756,604	General Aid	Inel.Prgm.
35. North Dakota *					
36. Ohio	9,954,805	27,610	9,927,195	Non-Compl.	Fin.Rpt.Proc.
37. Oklahoma	49,995	685	49,310	Imp.Grant	Sup.& Equip.
38. Oregon	250,001	112,000	138,001	Supplanting	
39. Pennsylvania	49,543,969	142,777	49,401,192	Ineligible Expenditures	
40. Rhode Island	12,735	8,820	3,915	Retirement Costs	
41. South Carolina	3,672,938	101,232	3,571,706	Inel.Schools	Supplanting
42. South Dakota	93,608	3,698	89,910	General Aid	Unauth.Exp.
43. Tennessee	2,677,350	8,795	2,668,555	Construction	Salaries
44. Texas	3,146,603	635,337	2,511,266	Admin.Costs	Inelg.Areas
45. Utah	35,586	28,785	6,801	Unoblig.Fds.	Equipment
46. Vermont	-	-	-	-	-
47. Virginia	92,468	-	92,468	Salaries	
48. Washington	238,544	-	238,544	Salaries	
49. West Virginia	183,290	2,800	180,490	Improper Chgs.	
50. Wisconsin	696,359	82,129	614,230	Fin.Pol & Pr.	Inel.Exp.
51. Wyoming	-	-	-	-	-
52. American Samoa *					
53. Guam *					
54. Puerto Rico	48,000,000	-	48,000,000		
55. Trust Territory					
56. Virgin Islands					

* No Audits

NATIONAL ADVISORY COUNCIL ON THE EDUCATION

OF DISADVANTAGED CHILDREN

Preliminary Report on State Advisory Councils for Compensatory Education

ALABAMA--does not have a State Advisory Council for Title I, ESEA.

ALASKA--does not have a State Advisory Council for Title I, ESEA, or Compensatory Education.

ARIZONA--does not have a State Advisory Council for Title I, ESEA. A Conference was scheduled for November 13, 1975, in Tucson, Arizona; hopefully, a PAC will come out of it. There is no association of Compensatory Education.

CALIFORNIA--has a State Advisory Council for Title I, ESEA; it has 17 members of whom 2 are participating in Title I educational programs. The Council has official recognition and meets 4 times a year. Colorado also has a State Association of Compensatory Education. It is not determined how many members there are or how many have children participating in Title I educational programs. The Association does not have official recognition and it is not clear how often meetings are held.

CONNECTICUT--has a State Parent Advisory Council, but there is no State Association of Compensatory Education.

DELAWARE--has a State Advisory Council for Title I, ESEA. It has 10 members of whom none are parents of children participating in Title I programs. The Council has official recognition and is mandated to meet whenever projects are reviewed.

DISTRICT OF COLUMBIA--has a State Advisory Council for Title I, ESEA. It has 235 members of whom 177 are parents whose children are participating in Title I Educational Programs. The Council has official recognition and is mandated to meet 4 times annually. The District does not have a State Association of Compensatory Education.

FLORIDA--does not have a State Advisory Council for Title I, ESEA. It does have an informal PAC with involvement in State Title I meetings; has no Association of Compensatory Education.

GEORGIA--does not have a State Advisory Council for Title I, ESEA, nor an Association of Compensatory Education.

HAWAII--has a State Advisory Council for Title I, ESEA, with 18 members of 16 are parents of children participating in Title I educational programs. The Council does not have official recognition but is mandated to meet 4 to 5 times a year.

IDAHO--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

ILLINOIS--has a State Advisory Council for Title I, ESEA, which has 17 members of whom none are parents of children participating in Title I educational programs. The Council is mandated to meet 4 times per year.

INDIANA--has a State Advisory Council for Title I, ESEA, with members of whom 3 are parents whose children are participating in Title I educational programs. The Council has official recognition and is mandated to meet 4 times a year. Indiana does not have an Association of Compensatory Education; however, it does have a State Advisory Council for Compensatory Education comprised of 25 members.

IOWA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

KANSAS--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

KENTUCKY--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

LOUISIANA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

MAINE--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

MARYLAND--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

MASSACHUSETTS-- does have a Title I, ESEA, State Parent Advisory Council composed of delegates from the LEA Title I PACs, as well as delegates from the county Title I PACs. The Council is officially recognized by the State Department of Education. Massachusetts also has an Association of Compensatory Education whose membership consists of local Title I directors and directors of Federal programs.

MICHIGAN--has a State Advisory Council for Title I, ESEA, with 25 members of whom 2 are parents whose children are participating in Title I educational programs. The Council has official recognition and meets approximately every 6 weeks. Michigan also has an Association of Compensatory Education comprised of more than 400 members. It is not clear how many of the members are parents of children participating in Title I programs. The organization does have official recognition.

MINNESOTA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

MISSISSIPPI--has neither a State Advisory Council for Title I, ESEA, nor a State Association for Compensatory Education.

MISSOURI--has neither a State Advisory Council for Title I, ESEA, nor a State Association for Compensatory Education.

MONTANA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

NEBRASKA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

NEVADA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

NEW HAMPSHIRE--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

NEW JERSEY--does have a State Advisory Council for Title I, ESEA, with 21 representatives and 21 alternates, all of whom are parents whose children are participating in Title I educational programs. The Council has official recognition and is mandated to meet once a month. New Jersey also has an Association of Compensatory Education comprised of 64 school districts. It is not clear how many of the members are parents of children in Title I educational programs. The Association has official recognition and is mandated to meet once monthly.

NEW MEXICO--has a State Advisory Council for Title I, ESEA, with members of whom 5 are parents of children participating in Title I educational programs. The Council has official recognition. Meetings have not been held yet. New Mexico does not have an Association of Compensatory Education.

NEW YORK--does not have a State Advisory Council on Title I, ESEA; however, it does have an Association of Compensatory Education with more than 300 members, none of whom are parents whose children are participating in Title I educational programs. The Association has official recognition and is mandated to meet annually.

NORTH CAROLINA--does not have a State Advisory Council for Title I, ESEA; however, it does have an Association of Compensatory Education. It cannot be determined at present how many members there are. The Association is mandated to meet annually.

NORTH DAKOTA--has neither a State Advisory Council for Title I, ESEA, nor an Association of Compensatory Education.

OHIO--does not have a State Advisory Council for Title I, ESEA, or an Association of Compensatory Education.

OKLAHOMA--has neither a State Advisory Council for Title I, ESEA, nor an association for Compensatory Education.

OREGON--does have a State Advisory Council for Title I, ESEA, with 13 members of whom 2 are parents of children participating in Title I educational programs. The Council has official recognition and is mandated to meet at least every 2 months. Oregon does not have an Association of Compensatory Education.

PENNSYLVANIA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

RHODE ISLAND--does not have a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

SOUTH CAROLINA--does not have a State Advisory Council for Title I, ESEA; however, it does have an Association for Compensatory Education.

SOUTH DAKOTA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

TENNESSEE--does not have a State Advisory Council for Title I, ESEA, nor a State Association for Compensatory Education.

TEXAS--does not have a State Advisory Council for Title I, ESEA, but does have an Association of Compensatory Education. There are approximately 500 members; however, it is not clear how many are parents whose children are participating in Title I educational programs. The Association has official recognition and is mandated to meet twice each year.

UTAH--does have a State Advisory Council for Title I, ESEA, with 21 members of whom 18 are parents of children participating in Title I programs. The Council does have official recognition and is mandated to meet 4 times a year. Utah does not have a State Association for Compensatory Education.

VERMONT--does not have a State Advisory Council for Title I, ESEA, nor does it have an Association for Compensatory Education.

VIRGINIA--does not have a State Advisory Council for Title I, ESEA, nor does it have an Association for Compensatory Education.

WASHINGTON--has a State Advisory Council for Title I, ESEA, with 18 members of whom 14 are parents whose children are participating in Title I educational programs. The Council is mandated to meet 4 times a year. Washington also has a State Association of Compensatory Education.

WEST VIRGINIA--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

WISCONSIN--is currently organizing such a Committee.

WYOMING--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

AMERICAN SOMOA--no response.

GUAM--has a State Advisory Council for Title I, ESEA, with 25 members of whom 19 are parents whose children are participating in Title I educational programs. The parents meet monthly. There is no State Association of Compensatory Education.

PUERTO RICO--has a State Advisory Council for Title I, ESEA. All members are parents with children participating in Title I educational programs. The Council has official recognition; meetings have not been established; has no Association for Compensatory Education.

TRUST TERRITORY--has neither a State Advisory Council for Title I, ESEA, nor an Association for Compensatory Education.

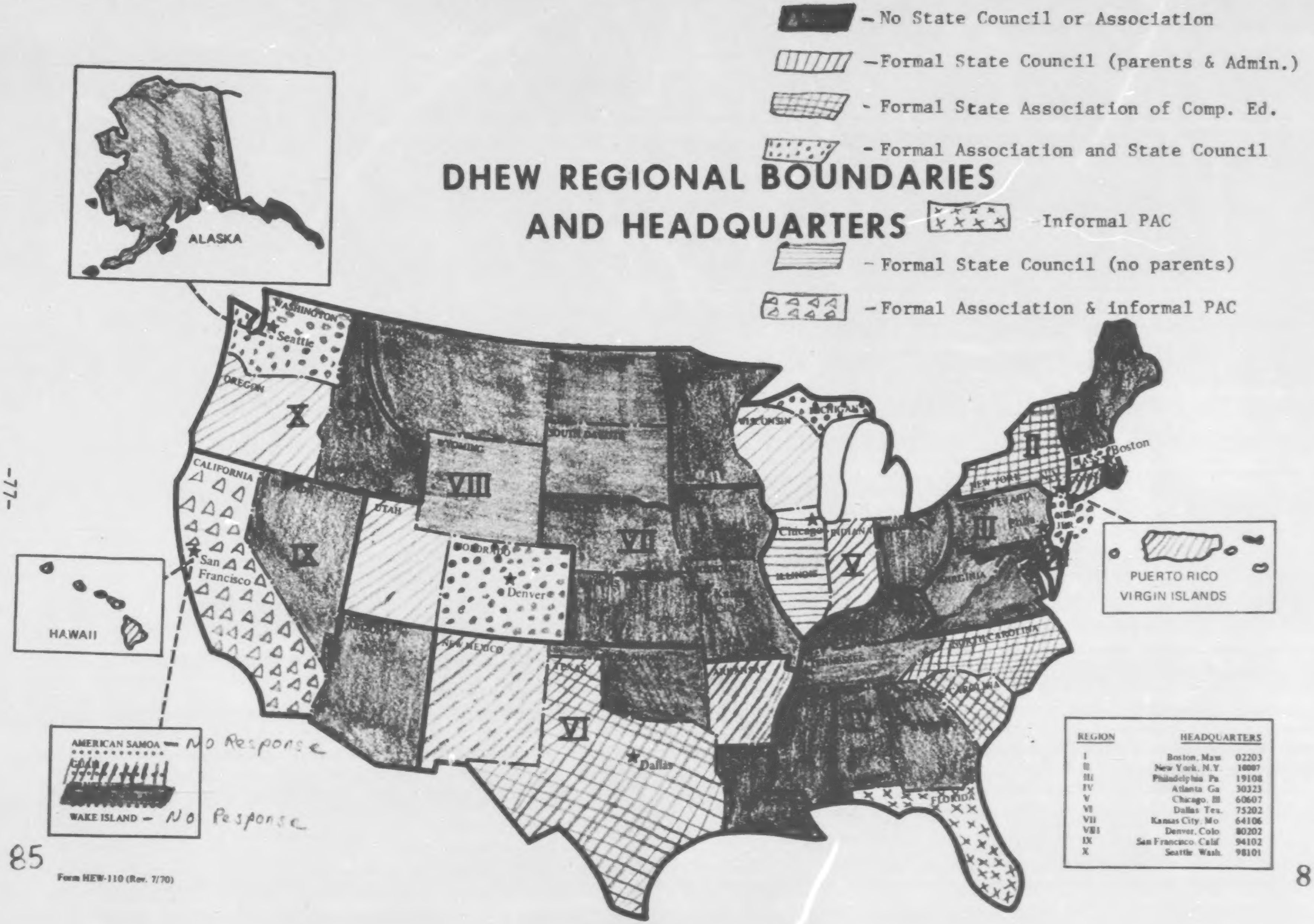
VIRGIN ISLANDS--does not have a State Advisory Council for Title I, ESEA, but does have a planning Committee and an informal PAC which meets once a month; has no Association for Compensatory Education.

SUMMARY OF PRELIMINARY REPORT ON STATE TITLE I ADVISORY COUNCILS, November 1975

*Indicates Responded & FILE COPY AVAILABLE		ASSOCIATION OF COMP. ED.	FORMAL RECOGNITION:		INFORMAL ACTIVITY:	
			Administra.	Parents	Admin.	Parents
TOTALS	55	33/26	20	17	2	3
1. Alabama	*	1	x			
2. Alaska	*					
3. Arizona	*			? 11/13/75		
4. Arkansas	*	2		x	x	
5. California	*	1	x	x		
6. Colorado	*	2	x	x		
7. Connecticut	*	2	x	x		
8. Delaware	*	1	x			
9. District of Columbia	*	1	x	x		
10. Florida	*					
11. Georgia	*					
12. Hawaii	*	1		x		
13. Idaho	*					
14. Illinois	*	1	x	x		
15. Indiana	*	1				
16. Iowa	*					
17. Kansas	*					
18. Kentucky	*					
19. Louisiana	*					
20. Maine	*					
21. Maryland	*	1	x			
22. Massachusetts	*	2	x	x + $		
23. Michigan	*	2	x	x		
24. Minnesota	*					
25. Mississippi	*					
26. Missouri	*	1			x	
27. Montana	*					
28. Nebraska	*					
29. Nevada	*					
30. New Hampshire	*					
31. New Jersey	*	2	x	x		
32. New Mexico	*	1	x	x		
33. New York	*	2	x			x
34. North Carolina	*					
35. North Dakota	*					
36. Ohio	*					
37. Oklahoma	*					
38. Oregon	*	1	x	x		
39. Pennsylvania	*					x
40. Rhode Island	*	1				
41. South Carolina	*	1	x			
42. South Dakota	*					
43. Tennessee	*	1				x
44. Texas	*	1	x			
45. Utah	*		x			
46. Vermont	*					
47. Virginia	*					
48. Washington	*	1	x	x		
49. West Virginia	*					
50. Wisconsin	*	1	newly legislated			
51. Wyoming	*					
52. American Samoa	N/A					
53. Guam	*	1		x		
54. Puerto Rico	*	1		x		
55. Trust Territory	*					
56. Virgin Islands	*					

PHS-24-3
REV. 8-68 STATISTICAL WORK SHEET

DHEW REGIONAL BOUNDARIES AND HEADQUARTERS



■ – No State Council or Association

▥ – Formal State Council (parents & Admin.)

▦ – Formal State Association of Comp. Ed.

⁘ – Formal Association and State Council

✕ – Informal PAC

▤ – Formal State Council (no parents)

△ – Formal Association & informal PAC

ALASKA
HAWAII
AMERICAN SAMOA
WAKE ISLAND
PUERTO RICO
VIRGIN ISLANDS
WASHINGTON
Seattle
OREGON
X
CALIFORNIA
San Francisco
IX
UTAH
WYOMING
VIII
COLORADO
Denver
NEW MEXICO
SOUTH DAKOTA
VII
Kansas City
TEXAS
VI
Dallas
ARKANSAS
WISCONSIN
MICHIGAN
Chicago
ILLINOIS
INDIANA
V
TENNESSEE
NORTH CAROLINA
CAROLINA
IV
FLORIDA
VIRGINIA
III
PENNSYLVANIA
Phila
NEW YORK
II
N.Y.
MASS
Boston
N.J.

AMERICAN SAMOA – No Response

WAKE ISLAND – No Response

REGION	HEADQUARTERS	
I	Boston, Mass	02203
II	New York, N.Y.	10007
III	Philadelphia Pa	19108
IV	Atlanta Ga	30323
V	Chicago, Ill	60607
VI	Dallas Tex.	75202
VII	Kansas City, Mo	64106
VIII	Denver, Colo	80202
IX	San Francisco Calif	94102
X	Seattle Wash.	98101

Form HEW-110 (Rev. 7/70)

APPENDIX B

THE FAMILY DEFINED--FURTHER EXPANSION

The Interagency Panel on Early Childhood Research and Development is using the following definition of the family: "A family is a social unit which has or may have children." The Council expanded this definition and developed its own working definition of the family as:

> the total environment of personal relationships in which a child exists, is reared, or finds himself.
>
> ...Broadly speaking, the history of the American Family has been a history of contradiction and withdrawal; its central theme is the gradual surrender to other institutions the functions that once lay very much within the realm of family responsibility...[1]

Contemporary families are no longer the centers of economic production; nor does the family now directly give schooling or vocational training to its members; nor do most families provide care for the aged, the orphaned, the delinquent, or the destitute. Yet, there is no substitute for the family in terms of delivering to a child a sense of love, support, confidence, self-worth, motivation, and self-respect. The family still remains the basic socialization unit for both parents and children, and is the first educational delivery system.

America's foundation was built upon a variety of languages and cultures working together to form the fledgling nation, and this underlies America's success story. Whether variety is based on personal choice, class, race, ethnic group, religion, or region, differences do exist and must be acknowledged in any discussion of the "family" and the care and education of their children.

---

[1] WHO'S MINDING THE CHILDREN, Margaret O'Brien Steinfels, 1973, p.224.

A SUMMARY

of

FEDERAL CHILD CARE LEGISLATION

The issue of child care has been in the political arena at the Federal level for the past 5 years. The Administration sent to Congress its Family Assistance Plan, introduced as H.R. 1; this was a plan to reform the existing welfare system. Senator Russell Long, Chairman of the Senate Finance Committee, introduced the Child Care Services Act (S.2003), which would have created a national Day Care Corporation to lend money to local groups who wished to provide day care. The Comprehensive Child Development Act reconciled bills introduced by Senator Walter Mondale and Representative John Brademas (S.1512 & H.R. 6748), designed to set up a comprehensive system of day care which would be available to people on welfare, to the "working poor," and to middle-income families who would pay fees on a graduated scale. The debate culminated with the passage and defeat by veto of the Mondale-Brademas bill.

Now, the need for improved child care is more widely recognized and is no less an issue. Support for it is being strengthened. The working mother is now acknowledged and fully documented and the dialogue focuses on the size, shape, and specifics of the Federal legislation.

Although support of the concept is widespread, the issue is not without controversy. The result is a split in the once united allies of the Mondale-Brademas bill on the issue of prime sponsorship.

A large portion of the education community believed that the schools should be the prime sponsors of the early childhood programs. This issue, not raised in earlier debates, has become the focus of the dispute.

Joint congressional hearings were held in May 1975, during which testimonies were given to substantiate the public school support, and the trend of declining enrollments in education and of public school facilities, and administrative capabilities were the main points used to support this issue. Also, since most school support comes through local tax and bond issues, the schools would be directly accountable to the public.

Community-based groups which have been running these programs since the early sixties oppose public school sponsorship. They maintain that out-of-work teachers could not be easily converted to teach young children; school buildings do not necessarily provide the best setting to teach young children; schools have been cited for health and safety violations and are now beset with tremendous money difficulties.

Community-based groups want a flexible delivery system to provide a full range of services and give families options for services. This they claim would be the best way to meet local needs.

This approach would open prime sponsorship to municipalities, private nonprofit agencies, boards of education, departments of health or welfare, and others decided upon by the community.

While program sponsorship is the key issue, questions about funding levels, the range of services, and the role of profitmakers are also important in discussions of the legislation:

FUNDING: The $1.8 billion for 3 years is substantially lower than the $2 billion, 2-year measure vetoed in 1971. Some groups argue that the money is a drop in the bucket compared to the need and that more than this is already being spent on early childhood programs. The bill's sponsors retort that this is all--maybe even more--than is politically realistic this year.

PRIORITY OF SERVICES: 65 percent of the money in the bill is reserved for the poor. Some groups say that children in need should be served first. The AFL-CIO is advocating free, universally available services.

KINDS OF SERVICES: Some say only day care should be funded while others support a range of services for children and their families as provided for in the proposed legislation.

PROPRIETARY DAY CARE: The bill allows both profit and nonprofit groups to run programs. Some groups say profitmakers should not (based on their record in other human services, and their lobbying efforts to lower standards in day care) receive Federal funds. Profitmakers say the competition will upgrade services.

STANDARDS: Some groups maintain the staff ratios in the bill are too stringent and costly and will run many programs out of existence; others say the standards are too lenient and would be detrimental to the children involved.

These divisions among the once united force are set against a background of a high Federal budget deficit, the threat of a presidential veto of any new spending programs, and growing public uneasiness with the way social programs run.

The next several pages illustrate in chart form several of the key organizations, including NACEDC, participating in the debate on the Mondale-Brademas bill. The positions are taken from testimony, statements, or resolutions issued or passed by the organizations.

A SUMMARY OF POSITIONS ADOPTED BY ORGANIZATIONS AND INDIVIDUALS

MONDALE-BRADEMAS BILL--THE CHILD AND FAMILY SERVICES ACT OF 1975

GROUP	SPONSORSHIP	ROLE FOR PROFITMAKERS	POSITIONS ON: WHO SHOULD BE SERVED	FUNDING LEVEL	COORDINATION OF SERVICES
Administration: Caspar Weinberger (HEW)	Services should be coordinated under an allied service, revenue sharing approach.	Yes	Funds already available for these services, need for more coordination.		Definite need for programs within HEW to be coordinated.
Stanley Thomas (Ass't. Sec'y. for Human Dev.) (HEW)	Communities must be free to pick the agency or organization which they believe can best do the job to support a variety of alternative arrangements.	Yes			
AFL-CIO -- Executive Council	Schools should be the prime sponsors. Where the school system is unable or unwilling to assume this, some other appropriate public or non-profit organization should be eligible.	No	There should be universal care available for all who want it.	Not at a sufficient level to support needed care.	
American Federation of Teachers	The public schools should be the presumed prime sponsors of programs provided in the bill, except in those instances where the public school system is unwilling or unable to assume this responsibility.	No	Care should be available to all that need it.	Not at a sufficient level to meet the need.	
American Federation of State, County & Municipal Employees	Allow public and private non-profit organizations to assume sponsorship.	No	Work toward universal child care, but settle for sliding fee schedule at this time.		There must be coordination at all levels.

GROUP	SPONSORSHIP	ROLE FOR PROFITMAKERS	POSITIONS ON: WHO SHOULD BE SERVED	FUNDING LEVEL	COORDINATION OF SERVICES
American Home Economics Association	Prime sponsors should work closely with Home Economic professionals who have been coordinating comprehensive services for years.	Yes	All who need it.	Not sufficient, but good starting point.	Definite need for coordination at all levels.
American Parents Committee	There should be no presumed prime sponsor.	No	Should be available for all who need it.	Funding level is too low.	
Appalachian Regional Commission	The success of the Appalachian States illustrates that, within the context of a Federal/State/local partnership, can build not only coordination of services but more effective decision making at all levels.	Yes			Needed at Federal, State, and local levels.
Association of State Directors of Office of Child Development	Those States that now have fully developed delivery systems should be prime sponsors. Where none exists and no attempt to develop one, local prime sponsors can be used.	Yes	Appropriate as stated in proposed bill.	Appropriate.	States can provide this.
Black Child Development Institute	Prime sponsorship by States and Municipalities is urged. Nonprofit agencies should be allowed to apply for prime sponsorship when States or local governments are not responsible.	No	All who need it.	Not financed at sufficient level.	

GROUP	SPONSORSHIP	ROLE FOR PROFITMAKERS	POSITIONS ON: WHO SHOULD BE SERVED	FUNDING LEVEL	COORDINATION OF SERVICES
Child Welfare League of America	There should be no presumed sponsor--the prime sponsor best able to provide services should be chosen.	No	All who need it.	Not sufficient.	
Council of Chief State School Officers	The Secretary should give first review to plans submitted by States and approve those State or local plans which provide highest quality of services to those in the States.	No			
Day Care & Child Dev. Council of America	The delivery system must provide alternatives and build upon existing systems. Prime sponsor must be representative for the community it will serve.	Yes	The delivery should be universally available.	Not enough for type of program-support sliding fee scale.	Definite need for coordination at all levels.
Education Commission of the States	The States should be given the first opportunity to be prime sponsors rather than opening it up to units of local government and providing for State prime sponsorship only as a secondary alternative.	No.			

		POSITIONS ON:			
GROUP	SPONSORSHIP	ROLE FOR PROFITMAKERS	WHO SHOULD BE SERVED	FUNDING LEVEL	COORDINATION OF SERVICES
Head Start Directors Association	Prime sponsorship should not be within local boards of education. Local programs with expertise should be given consideration for being prime sponsors either in offices of child development or new office of child and family services.	Yes			
National Association for Child Development and Education	Private providers should be allowed to participate as prime sponsors.	Yes	All who need services.	Vouchers should be available to all who want child care services.	
National Council of Organizations for Children and Youth	No position by umbrella organization; positions are taken separately by individual organizations.				
National Education Association	Public schools should have crucial role as prime sponsors, not necessarily conduct all programs but see to it that a program is carried out either by the public school or a qualified government or private non profit subcontractor.	No	Universally available care.		Assistant Secretary of Education should have coordination responsibility.
National School Boards' Association	Urges coordination of education component with the public schools. Early childhood programs are basically educational in nature and as such grants under these programs should be made available to school districts first.		All who need it.		

			POSITIONS ON:		
GROUP	SPONSORSHIP	ROLE FOR PROFITMAKERS	WHO SHOULD BE SERVED	FUNDING LEVEL	COORDINATION OF SERVICES
Washington Research Project Action Council	Schools should not be given the entire delivery system. Prime sponsors must be flexible and able to provide full range of services.	No	Possibly use new standard of need as in Title XX, the State median family income.	Not enough need for adequate income maintenance level.	
National Advisory Council on the Education of Disadvantaged Children	Sponsorship should be flexible to allow for the best possible alternatives.	Yes	Economically disadvantaged should be served first.	Funds already available should be coordinated more efficiently before new monies are added.	

NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Friday, June 20, 1975

Testimony of Mr. Owen Peagler, Dean of the School of Continuing Education, Pace University, New York, New York, and Chairman of the NACEDC, on H.R. 2966 and S. 626, the Child and Family Services Act of 1975:

Good Morning. My name is Owen Peagler, and I am the Chairman of the National Advisory Council on the Education of Disadvantaged Children, a Presidential advisory council chartered to review, evaluate and make recommendations regarding all programs serving educationally disadvantaged children. Our fifteen members examine Title I, of the Elementary and Secondary Education Act and other programs to learn what approaches are promising and are helpful to disadvantaged kids. In addition to our annual report, the Council works to implement its recommendations into law, policy and practice.

The Council appreciates this opportunity to share with you our perspective on the Child and Family Services Act. We have a concern for strengthening family life and I would like to examine the effectiveness of this bill to foster the delivery of needed services directly to those who need them.

The Council believes that the provision of services to children and families must be approached in a comprehensive and coordinated way. Governments at every level have tended to compartmentalize and separate the problems of family units, and the services designed to meet those problems. This approach has not been successful, although it has been perpetuated, in part, by the nature and structure of current federally assisted child and family service programs.

The National Advisory Council endorses the need for Federal involvement and assistance in the delivery of such services as parent education, screening for handicaps, prenatal services, in-home and center-based child-care, health and nutritional services, as well as others. These services have been shown to be necessary to the successful preschool care and preparation of children.

Existing Federal laws and programs address these needs on a categorical basis. The Council recognizes the fact that in many communities, organizations exist to deliver these services in a highly acceptable and successful way. What is lacking is coordination between and among the providers of child and family services, at the local and State levels, and sufficient financial support from the Federal government to make these services available to a higher proportion of those families and children who need them. The Department of Health, Education, and Welfare has reported to this committee that 200 existing programs within this Department, currently funded at a combined level of $13.2 billion, are currently serving children and families with various categories of services.

The Council's priority is on getting as much of the resources as possible directly to the children and families being served. The Council feels this can be best, and most effectively and efficiently accomplished by increasing the resources made available to existing providers of service, adding new providers only where needed, and by establishing a workable means of coordinating priority needs with available resources in each locality, county, or metropolitan area. We do not feel that the wheel needs to be re-invented, but that the parts of the existing wheel need augmenting, bolstering and reassembly. In the Council's judgment, the Child and Family Services Act exaggerates the need for the revamping and superseding of existing service delivery structures, and allocates tremendous resources for establishing new mechanisms -- resources that will not reach those in need of services. The provision in the bill for over a third of a billion dollars in the first two fiscal years for the purposes of training, planning and technical assistance seems to approach extravagance in light of the serious dollar constraints now imposed on programs designed to deliver services directly to people. Imagine the impact of this $350 million appropriation if it were added to Head Start, or Follow Through, to child nutrition programs, to service components of Title I programs, or to a host of other delivery systems already in place to serve children and families.

In addition to this objection, we fear the cost and the bureaucratic impact on service delivery that would result from the interposition of prime sponsors and voluminous Federal controls and regulations between the providers of the money and direct providers of the services. To the Council, these superstructures detract from the excellent provisions in the bill for parental involvement in mandated Child and Family Service Councils, which could themselves perform a valuable coordinating role in States and local areas.

In addition to these general, and more serious observations on the philosophy and direction of this bill, we do have some specific comments and suggestions relating to various parts of the bill:

1. The provision which would provide support for teacher training could be interpreted to allow college scholarships for students desiring to become teachers in an already overcrowded field, instead of focusing these monies on the families to be served.

2. The Council strongly supports the parent involvement provisions which give parents a decisionmaking role in the goals and philosophies of the programs in which they and their families participate.

3. We believe there is great value to encouraging competition among those desiring to provide child and family services. We urge the committee to consider two possibilities not currently contemplated in the bill: allowing the participation of for-profit providers of service; and experimentation with vouchers which would be issued to families for the purpose of giving

them free choice in the providers they would utilize, whether public, private non-profit, or private for-profit. This would diminish the isolation of low income children and families in government operated and supported facilities.

4. Finally, the Council encourages you to include a boilerplate section on ratable reductions to insure that the highest priority levels of need are met even in the event appropriations do not meet authorizations levels. In other words, the Council feels that the allocation of funds for handicapped and low income families should be protected in the event of funding cuts.

The National Advisory Council completely concurs in your dedication to improve the quality, the quantity and the coordination of child and family services in this country. Your initiative in preparing and airing this legislation in comprehensive hearings has done more to raise the hopes of those seeking improvement in these services than any other government initiative in this decade. We are hopeful that this Congress will enact legislation that will take important steps toward the important human goals which both this Committee and the Council strive for.

As Council Chairman, I pledge the full cooperation of the Council and its staff with this Committee, should you seek any further information or suggestions in pursuit of improved child and family services.

Thank you.

APPENDIX C

EVALUATION STUDIES MANDATED BY PUBLIC LAW 93-380

Name of the Study	Expected Cost	Description of the Study	Current Status
Office of the Assistant Secretary for Education (ASE) (1) Educational Policy Research Title I Studies (12/1/73-9/30/75)	Not available	Stanford Research Institute is examining three policy areas with respect to Title I: (1) Educational gain attributed to Title I participation (2) Effects of alternative allocation criteria.	
(2) Feasibility Study of Estimating Children in Poverty by Local School Districts. (4/1/75-3/31/77) P.L. 93-380, Sec. 822(b)	Not available	ASE in conjunction with the National Center for Educational Statistics is conducting a study to evaluate the alternative methods for updating estimates of the number of children living in districts and States.	Interim report due by December 1975; final report due by mid-1977.
(3) Survey of Income and Education (1/15/75-6/30/77) P.L. 93-380, Sec. 822(a)	$13 million	ASE in conjunction with the Bureau of the Census will be conducting a sample household survey to assess the number of children aged 5-17 who live with families at or below the poverty level in each State. Other information including income, migration, food stamp recipiency, etc., will be compiled. A report will be made to Congress on the accuracy and utility of the information by 6/30/77.	Survey scheduled to begin Spring, 1976.
Office of the Assistant Secretary for Planning and Evaluation (OPBE): (1) Study of the Poverty Measures of Poverty (9/15/74-12/31/75) P.L. 93-380 Sec. 823.	Not available	An interagency subcommittee of the ASE Task Force on the Disadvantaged is collecting and analyzing current information on poverty and factors that influence family living standards. Alternative measures of poverty are being assessed. Results will be sent to Congress on December 31, 1975.	The final chapter on Findings and Recommendations is under review by the agencies represented on the subcommittee.

Name of the Study	Expected Cost	Description of the Study	Current Status
(2) Evaluation of Long-range Issues in the Implementation of Title I Comparability Regulations (8/1/75-3/1/76)	Not available	Comparability regulations are being evaluated in four major areas: 1. equity of services for disadvantaged and nondisadvantaged students; 2. comparability of staff salaries; 3. per pupil expenditures and enrollment within district; 4. extension of comparability to Handicapped and Bilingual.	
Office of Education (OE) (1) Evaluation of Compensatory Reading and Reading-Related Efforts in the Elementary Grades (6/30/71-12/31/75)	Not available	OE is providing a nationwide assessment of compensatory reading projects including: 1. overall impact of compensatory reading programs; 2. effectiveness levels of different approaches; 3. varying costs of different approaches.	
(2) Sustaining Effects of Compensatory Education on Basic Cognitive Skills (6/30/75-6/30/82)	$25 million	A longitudinal study of 5000 children to determine the impact of compensatory education programs on children over time. A home survey will be included to provide data on the socioeconomic background, migration, household income, food stamp recipiency, and other personal information.	Recent Congressional discussions have asked for a reduction in the cost of the study. A revised research plan will be released by the Office of Education.
(3) Evaluation of Title I Programs for Neglected and Delinquent Children in State Institutions	$1 million	Information on the operating characteristics and the impact of services to institutionalized children will be collected. The data will provide for evaluation models and reporting formats.	The RFPs were released and the proposals returned. The contract should be awarded 1/1/76.
(4) Evaluation of Title I Programs for Migrant Agricultural Workers and Fishermen	$2 million	The study will address the impact of Title I programs on these children, the adequacy of the information in the Migrant Record Transfer System, costs of programs for these children, and possible evaluation models.	Proposals are currently under review. Contract to be awarded by the end of December 1975.

Name of the Study	Expected Cost	Description of the Study	Current Status
National Institute of Education (NIE) (1) District Survey I PL 93-380 (6/1/75-11/30/76)	$1,077,336	A study of 105 local school districts to provide nationally representative information on the decision-making planning, evaluation, communication and other managerial practices that affect the implementation of Title I.	
(2) Demonstration Projects on Alternative Allocation Criteria (7/1/75-6/30/78)	Approx. $2.8 million - 16 Demo. sites $975,000	Sixteen geographically representative districts have been selected to provide information on the impact of changes in eligibility criteria for Title I programs.	All districts have been selected and have begun the planning portion of the projects.
(3) Alternative Designs for Compensatory Education	UCLA - $74,692 SRI - $130,788 U of K - $82,882 Drew Med. Center $109,045	A study of alternative approaches in instructional methods and implementation processes are considering new methods of meeting the needs of disadvantaged children.	
(4) Individualized Instruction		A study to provide data on the effectiveness of individualized instruction and written educational plans for disadvantaged children. Methods of involving parents in these programs and conditions for implementation will also be assessed.	The design contracts have been fulfilled. The RFP for the contract will be ready by 1/76.

APPENDIX D

FY 1975 SURVEY OF STATE FUNDS FOR COMPENSATORY EDUCATION

STATE	FUNDING LEVEL	PROGRAM NAME	NO. OF LEAs
ALABAMA	None		
ALASKA	None		
ARIZONA	None		
ARKANSAS	None		
CALIFORNIA	$84.6 million	Educationally Disadvantaged Youth Program (S.B. 90)	
	$23 million	Early Childhood Education	
	$15.5 million	Miller-Unruh Basic Reading Act of 1965	
	$3 million	Demonstrative Programs in Intensive Instruction	
	$650,000	Professional Development and Program Improvement Act of 1968	
COLORADO	$170,000	Migrant Education	
CONNECTICUT	$7 million	State Act for Disadvantaged Children	165
DELAWARE	None		
FLORIDA	None		
GEORGIA	None		
HAWAII	$1.6 million		
IDAHO	None		
ILLINOIS	None		
INDIANA	None		
IOWA	None		
KANSAS	None		
KENTUCKY	None		
LOUISIANA	None		
MAINE	None		
MARYLAND	$9.1 million	Density Aide to Baltimore	1
	$699,000	Early Childhood Education	4
MASSACHUSETTS	None		
MICHIGAN	$22.5 million	Chapter 3 of the State Aid Act	67
MINNESOTA	$4 million	Remedial Reading	
	$1 million	Alternative Juvenile Education	
MISSISSIPPI	None		
MISSOURI	None		
MONTANA	None		
NEBRASKA	None		
NEVADA	None		
NEW HAMPSHIRE	None		
NEW JERSEY	None		
NEW MEXICO	None		
NEW YORK	$147 million	State Urban Educational Aid	30
	$2.5 million	Pupils of Special Educational Need	
NORTH CAROLINA	None		
NORTH DAKOTA	None		
OHIO	$38 million	Disadvantaged Pupil Program Fund	
OKLAHOMA	None		
OREGON	$1 million	Portland Model Schools	
PENNSYLVANIA	None		
RHODE ISLAND	$2 million	Chapter 160, Section 4 (Public Laws of 1967)	40
SOUTH CAROLINA	None		
SOUTH DAKOTA	None		
TENNESSEE	None		
TEXAS	None		

STATE	FUNDING LEVEL	PROGRAM NAME	NO. OF LEAs
UTAH	$600,000	State Compensatory Education Act	40
VERMONT	None		
VIRGINIA	None		
WASHINGTON	$4.6 million	Culturally Disadvantaged Program Urban, Rural, Racial, Disadvantaged (URRD)	40
WEST VIRGINIA	None		
WISCONSIN	$3.1 million	Compensatory Education for Social and Educationally Disadvantaged	37
WYOMING	None		

GUIDE TO OE-ADMINISTERED PROGRAMS FOR DISADVANTAGED, 1975

TYPE OF ASSISTANCE	AUTHORIZING LEGISLATION	PURPOSE	APPROPRIATION (dollars)	WHO MAY APPLY	WHERE TO APPLY
GROUP I: TO INSTITUTIONS, AGENCIES, AND ORGANIZATIONS					
PART A—For Elementary and Secondary Education Programs					
Bilingual education (OMB Cat. No. 13.403)[1]	Elementary and Secondary Education Act, Title VII	To develop and operate programs for children ages 3-18 who have limited English-speaking ability, to train bilingual education personnel, to improve bilingual education, to develop curriculum materials	85,000,000	Local education agencies or institutions of higher education applying jointly with local education agencies, institutions of higher education, and individuals	OE Grant Application Control Center
Follow Through (OMB Cat. No. 13.433)	Community Services Act (P.L. 93-644), Title V	To extend into primary grades the educational gains made by deprived children in Head Start or similar preschool programs	53,000,000	Local education or other agencies nominated by State education agencies in accordance with OE criteria	OE Grant Application Control Center
Incentive grants (OMB Cat. No. 13.512)	Elementary and Secondary Education Act, Title I, Part B	To encourage greater State and local expenditures for education	14,000,000	State education agencies that exceed the national effort index	OE Division of Education for the Disadvantaged
Innovative and exemplary programs-supplementary centers (OMB Cat. No. 13.516 and 13.519)	Elementary and Secondary Education Act, Title III	To support innovative and exemplary projects	120,000,000[2]	Local education agencies	State education agencies or OE Grant Application Control Center
Indian education (OMB Cat. No. 13.534)	Indian Education Act (P.L. 92-318), Title IV, Part A	To provide financial assistance to local education agencies on a formula basis for supplemental programs designed to meet the special educational needs of Indian students enrolled in public schools	25,000,000[3]	Local education agencies and Indian controlled schools on or near reservations	OE Office of Indian Education
Indian education (OMB Cat. No. 13.535)	Indian Education Act (P.L. 92-318), Title IV, Part B	To extend the development of exemplary activities which provide special programs to improve educational opportunities for Indian children	12,000,000	Indian tribes, organizations and institutions; State and local education agencies, and federally supported elementary and secondary schools for Indian children	OE Office of Indian Education
Programs for children in State institutions for the neglected and delinquent (OMB Cat. No. 13.431)	Elementary and Secondary Education Act, Title I	To improve the education of delinquent and neglected children in State institutions	26,820,749	Eligible State agencies	State education agencies
Programs for disadvantaged children (OMB Cat. No. 13.428)	Elementary and Secondary Education Act, Title I	To meet the educational needs of deprived children	1,569,563,964	Local school districts	State education agencies
Programs for Indian children (OMB Cat. No. 13.428)	Elementary and Secondary Education Act, Title I	To provide additional educational assistance to Indian children in federally operated schools	17,567,233	Bureau of Indian Affairs schools	Bureau of Indian Affairs, Department of Interior
Programs for migratory children (OMB Cat. No. 13.429)	Elementary and Secondary Education Act, Title I	To meet the educational needs of children of migratory farm workers	91,953,160	Local school districts	State education agencies
School library resources and instructional materials (OMB Cat. No. 13.480)	Elementary and Secondary Education Act, Title II	To help provide school library resources, textbooks, and other instructional materials	95,250,000	Local education agencies	OE Office of Libraries and Learning Resources
Special grants to urban and rural school districts with high concentrations of poor children (OMB Cat. No. 13.511)	Elementary and Secondary Education Act, Title I, Part C	To improve the education of disadvantaged children	38,000,000	Local school districts	State education agencies
State administration of ESEA Title I programs (OMB Cat. No. 13.430)	Elementary and Secondary Education Act, Title I	To strengthen administration of ESEA, Title I	19,315,021	State education agencies	OE Division of Education for the Disadvantaged
Strengthening State education agencies (OMB Cat. No. 13.485 and 13.486)	Elementary and Secondary Education Act, Title V-A	To improve leadership resources of State education agencies	34,675,000	State education agencies, combinations thereof, and public regional interstate commissions	OE Division of State Assistance or OE Grant Application Control Center

TYPE OF ASSISTANCE	AUTHORIZING LEGISLATION	PURPOSE	APPROPRIATION (dollars)	WHO MAY APPLY	WHERE TO APPLY
Right to Read (OMB Cat. No. 13.533)	Cooperative Research Act (P.L. 83-531)	To provide facilitating services and resources to stimulate institutions, governmental agencies, and private organizations to improve and expand reading related activities	12,000,000	State and local education agencies, institutions of higher education, and other public and private nonprofit agencies	OE Grant Application Control Center
School health and nutrition services (OMB Cat. No. 13.523)	Elementary and Secondary Education Act, Title IV	To support demonstration projects designed to improve nutrition and health services in public and private schools serving areas with high concentrations of children from low-income families	900,000	Local education agencies (exceptional cases, private nonprofit educational organizations)	OE Grant Application Control Center
Teacher Corps (OMB Cat. No. 13.489)	Education Professions Development Act, Part B-1	To strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides	37,500,000	Institutions of higher education, local education agencies and State education agencies	OE Teacher Corps Office
Alcohol and drug abuse education programs (OMB Cat. No. 13.420)	Alcohol and Drug Abuse Education Act of 1974 (P.L. 93-422)	To organize and train alcohol and drug education leadership teams at State and local levels, to provide technical assistance to these teams, to develop programs and leadership to combat causes of alcohol and drug abuse	(Final action by Congress not completed)	Institutions of higher education, State and local educational agencies, public and private education or community agencies, institutions, and organizations	OE Division of Drug Education, Nutrition and Health Programs
Cuban student loans (OMB Cat. No. 13.409)	Migration and Refugee Assistance Act	To provide a loan fund to aid Cuban refugee students	800,000	Colleges and universities	OE Division of Student Support and Special Programs
Endowments to agriculture and mechanic arts colleges (OMB Cat. No. 13.453)	Bankhead-Jones and Morrill-Nelson Acts	To support instruction in agriculture and mechanic arts in land-grant colleges	12,200,000	The 69 land-grant colleges	OE Division of Training and Facilities
State student incentive grants (OMB Cat. No. 13.548)	Higher Education Act, Title IV	To encourage States to increase their appropriations for grants to needy students or to develop such grant programs where they do not exist (grants are on a matching 50-50 basis)	20,000,000	State education agencies	OE Division of Basic and State Student Grants
College work-study (OMB Cat. No. 13.463)	Higher Education Act of 1965, Title IV-C, as amended	To stimulate and promote the part-time employment of post-secondary students of great financial need	300,200,000	Colleges, universities, vocational, and proprietary schools	OE Division of Student Support and Special Programs
Supplemental educational opportunity grants (OMB Cat. No. 13.418)	Education Amendments of 1972	To assist students of exceptional financial need to pursue a postsecondary education	240,300,000	Institutions of higher education	OE Division of Student Support and Special Programs
Talent Search (OMB Cat. No. 13.488)	Higher Education Act of 1965, Title IV-A, as amended	To assist in identifying and encouraging promising students to complete high school and pursue postsecondary education	6,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies, and public and private organizations	HEW Regional Offices
Upward Bound (OMB Cat. No. 13.492)	Higher Education Act of 1965, Title IV-A, as amended	To generate skills and motivation for young people with low-income backgrounds and inadequate high school preparation	38,331,000	Accredited institutions of higher education and secondary or postsecondary schools capable of providing residential facilities	HEW Regional Offices
Educational opportunity centers (OMB Cat. No. 13.543)	Education Amendments of 1972, Title IV	To operate centers that provide assistance to low-income persons desiring to pursue a program of postsecondary education	3,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies and organizations	OE Division of Student Support and Special Programs

TYPE OF ASSISTANCE	AUTHORIZING LEGISLATION	PURPOSE	APPROPRIATION (dollars)	WHO MAY APPLY	WHERE TO APPLY
Deaf-blind centers (OMB Cat. No. 13.445)	Education of the Handicapped Act, Title VI-C (P.L. 91-230)	To provide specialized, intensive educational and therapeutic services to deaf-blind children and their families through regional centers	12,000,000	State education agencies, universities, medical centers, public or nonprofit agencies	OE Bureau of Education for the Handicapped
Early education for handicapped children (OMB Cat. No. 13.444)	Education of the Handicapped Act, Title VI-C (P.L. 91-230)	To develop model preschool and early education programs for handicapped children	14,000,000	Public agencies and private nonprofit agencies	OE Bureau of Education for the Handicapped
Information and recruitment (OMB Cat. No. 13.452)	Education of the Handicapped Act, Title VI-D (P.L. 91-230)	To encourage the recruitment of educational personnel and the dissemination of information on educational opportunities for the handicapped	500,000	Public agencies and private nonprofit agencies and organizations	OE Bureau of Education for the Handicapped
Media services and captioned film loan program-film (OMB Cat. No. 13.446)	Education of the Handicapped Act, Title VI-F	To advance the handicapped through film and other media, including a captioned film loan service for cultural and educational enrichment of the deaf	13,000,000 (includes 55, 56, and II, 22)	State or local public agencies, schools, and organizations which serve the handicapped, their parents, employers, or potential employers	OE Bureau of Education for the Handicapped
Media services and captioned film loan program-centers (OMB Cat. No. 13.446)	Education of the Handicapped Act, Title VI-F	To establish and operate a national center on educational media for the handicapped	(included in 54)	Institutions of higher education	OE Bureau of Education for the Handicapped
Media services and captioned film loan program-research (OMB Cat. No. 13.446)	Education of the Handicapped Act, Title VI-F	To contract for research in the use of educational and training films and other educational media for the handicapped and for their production and distribution	(included in 54)	By invitation; requests for proposals published in **Commerce Business Daily**	OE Bureau of Education for the Handicapped
Programs for children with specific learning disabilities (OMB Cat. No. 13.520)	Education for the Handicapped Act, Title VI-G	To provide for research, training of personnel and establishment of model centers for the improvement of education of children with learning disabilities	3,250,000	Institutions of higher education, State and local education agencies, and other public and private nonprofit agencies	OE Bureau of Education for the Handicapped
Programs for the Handicapped-aid to States (OMB Cat. No. 13.449)	Education of the Handicapped Act, Title VI-B	To strengthen educational and related services for handicapped children	100,000,000	State education agencies	OE Bureau of Education for the Handicapped
Programs for the handicapped in State-supported schools (OMB Cat. No. 13.427)	Elementary and Secondary Education Act, Title I	To strengthen programs for children in State-supported schools	88,927,000	Eligible State agencies	OE Bureau of Education for the Handicapped
Personnel training for the education of the handicapped (OMB Cat. No. 13.451)	Education of the Handicapped Act, Title VI-D	To prepare and inform teachers and others who educate handicapped children	37,700,000 (includes 61)	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE Bureau of Education for the Handicapped
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13.448)	Education of the Handicapped Act, Title VI-D	To train physical education and recreation personnel to work with the handicapped		Institutions of higher education	OE Bureau of Education for the Handicapped
Regional education programs for the handicapped (OMB Cat. No. 13.560)	Education of the Handicapped Act, Part C, Sec. 616	To make grants or contracts with institutions for the development and operation of specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons	575,000	Institutions of higher education, junior and community colleges, vocational and technical institutes	OE Bureau of Education for the Handicapped
Handicapped regional resource centers (OMB Cat. No. 13.450)	Education of the Handicapped Act, Title I	To establish regional resource centers which provide advice and technical services to educators for improving education of handicapped children	7,087,000	Institutions of higher education, State education agencies or combinations of such, including local education agencies	OE Bureau of Education for the Handicapped
Supplementary educational centers and services, guidance, counseling, and testing for the handicapped (OMB Cat. No. 13.519)	Elementary and Secondary Education Act, Title III	To assist in providing vitally needed educational services, to support local innovative and exemplary projects and programs of guidance, counseling and testing	16,348,331 (15 percent set aside)	State education agencies	OE Bureau of Education for the Handicapped

TYPE OF ASSISTANCE	AUTHORIZING LEGISLATION	PURPOSE	APPROPRIATION (dollars)	WHO MAY APPLY	WHERE TO APPLY
Adult education (OMB Cat. No. 13.400)	Adult Education Act of 1966, as amended	To provide adult basic education programs, through 12th grade competency	67,500,000	State education agencies	OE Division of Adult education
Vocational education programs (OMB Cat. No. 13.493)	Vocational Education Act of 1963, Part B, as amended	To maintain, extend and improve vocational education programs, to develop programs in new occupations	428,139,455[a]	Local education agencies	State vocational education agencies
Consumer and homemaking education (OMB Cat. No. 13.494)	Vocational Education Act of 1963, Part F, as amended	To assist States in conducting training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas	35,994,000	Local education agencies	State vocational education agencies
Cooperative education for vocational students (OMB Cat. No. 13.495)	Vocational Education Act of 1963, Part G, as amended	To assist the States in conducting vocational education programs designed to prepare students for employment through cooperative work-study arrangements	19,500,000	Local education agencies	State vocational education agencies
Work-study programs for vocational students (OMB Cat. No. 13.501)	Vocational Education Act of 1963, Part H, as amended	To provide work opportunities for full-time disadvantaged vocational education students	9,849,000	Local education agencies	State vocational education agencies
Vocational programs for persons with special needs (OMB Cat. No. 13.499)	Vocational Education Act of 1963, Section 102(b), as amended	To provide vocational education programs for persons with academic, socioeconomic or social handicaps which prevent them from succeeding in the regular program	20,000,000	Local education agencies	State vocational education agencies
Bilingual vocational training (OMB Cat. No. 13.558)	Vocational Education Act of 1963, Part J, as amended	To assist in conducting bilingual vocational training programs to insure that vocational training programs are available to all individuals who desire and need such training	2,800,000	State agencies, local education agencies, postsecondary educational institutions, and other nonprofit organizations	OE Bureau of Occupational and Adult Education
Career education (OMB Cat. No. 13.554)	Education Amendments of 1974, Special Projects Act	To demonstrate the most effective methods and techniques in career education and to develop exemplary career education models	10,000,000	State and local education agencies, institutions of higher education, and other nonprofit organizations and agencies	OE Office of Career Education
Desegregation assistance, special programs and projects (OMB Cat. No. 13.529)	Education Amendments of 1972, Title VII (Emergency School Aid Act), Section 708(b)	To promote aid for community-based special programs and projects in support of school district desegregation plans	(Appropriation level pending final Congressional action)	Nonprofit organizations (public or private)	HEW Regional Offices
Desegregation assistance, basic grants (OMB Cat. No. 13.525)	Education Amendments of 1972, Title VII (Emergency School Aid Act), Section 706(a)	To provide aid to desegregating school districts for educational programs	[a]	Local public school districts	HEW Regional Offices
Desegregation assistance, pilot projects (OMB Cat. No. 13.526)	Education Amendments of 1972, Title VII (Emergency School Aid Act), Section 706(b)	To help desegregating school districts provide special educational assistance to overcome minority group isolation	[a]	Local public school districts	HEW Regional Offices
Desegregation assistance, bilingual programs (OMB Cat. No. 13.528)	Education Amendments of 1972, Title VII (Emergency School Aid Act), Section 708(c)	To help desegregating school districts provide bilingual-bicultural programs for children of limited English speaking ability	[a b]	Local public school districts and private nonprofit organizations	HEW Regional Offices
Basic educational opportunity grants (OMB Cat. No. 13.539)	Education Amendments of 1972	To provide financial assistance to postsecondary students at the under-graduate level	660,000,000	Postsecondary education students	P.O. Box G, Iowa City, IA 52240
College work-study (OMB Cat. No. 13.463)	Higher Education Act of 1965, Title IV-C, as amended	To stimulate and promote the part-time employment of postsecondary students of great financial need		Graduate, undergraduate, and vocational students enrolled at least half-time in approved educational institutions	Participating institutions (information from OE Division of Student Support and Special Programs)
Cuban student loans (OMB Cat. No. 13.409)	Migration and Refugee Assistance Act	To provide loans to needy Cuban refugee students		Cubans who became refugees after January 1, 1959	Participating institutions (information from OE Division of Student Support and Special Programs)

TYPE OF ASSISTANCE	AUTHORIZING LEGISLATION	PURPOSE	APPROPRIATION (dollars)	WHO MAY APPLY	WHERE TO APPLY
Direct student loans (OMB Cat. No. 13.471)	Higher Education Act of 1965, as amended, Title IV-E	To provide low-interest loans to postsecondary students		Graduate and undergraduate students enrolled on at least a half-time basis	Participating institutions (information from OE Division of Student Support)
Educational development (for educators from other countries)	Mutual Educational and Cultural Exchange Act	To provide opportunity for educators to observe U.S. methods, curriculum, and organization on elementary, secondary and higher eduucation levels	360,000	Educators from abroad (including administrators, teacher-trainers, education ministry officials)	OE Division of International Education
National teaching fellowships and professors emeriti (OMB Cat. No. 13.454)	Higher Education Act of 1965, Title III	To strengthen the teaching resources of developing institutions		Highly qualified graduate students or junior faculty members from established institutions and retired scholars	(information from OE Division of Institutional Development)
Research and demonstration for handicapped (OMB Cat. No. 13.443)	Education of the Handicapped Act, Title VI	To improve the education of handicapped children through research and demonstration projects	9,341,000	Institutions of higher education, State or local education agencies, public or private educational or research agencies and organizations	OE Bureau of Education for the Handicapped
Handicapped physical education and recreation research (OMB Cat. No. 13.447)	Education of the Handicapped Act, Title VI	To improve physical education and recreation programs for handicapped children through research and demonstration projects		Institutions of higher education, State or local education agencies, public or private educational or research agencies and organizations	OE Bureau of Education for the Handicapped
Vocational education curriculum development (OMB Cat. No. 13.498)	Vocational Education Act of 1963, as amended, Part I	To develop standards for curriculum development in all occupational fields and dissemination of materials for use in teaching occupational subjects	1,000,000	State and local education agencies, private institutions and organizations	OE Grant Application Control Center
Vocational education research, developing new careers and occupations, (OMB Cat. No. 13.498)	Vocational Education Act of 1963, as amended, Part C	To develop new vocational education careers and to disseminate information about them	9,000,000	Education agencies, private institutions and organizations	OE Grant Application Control Center
Vocational education research, meeting vocational needs of youth (OMB Cat. No. 13.498)	Vocational Education Act of 1963, as amended, Part C	To develop programs that meet the special vocational needs of youths with academic and socio-economic handicaps	9,000,000	State boards of vocational education	HEW Regional Offices
Vocational education research, innovative projects (OMB Cat. No. 13.502)	Vocational Education Act of 1963, as amended, Part D	To develop, establish and operate exemplary and innovative projects to serve as models for vocational education programs	8,000,000	State boards of vocational education	Bureau of Occupational and Adult Education, Division of Research and Demonstration
Vocational education research, relating school curriculums to careers (OMB Cat. No. 13.502)	Vocational Education Act of 1963, as amended, Part D	To stimulate the development of new methods for relating school work to occupational fields and public education to manpower agencies	8,000,000	State boards of education, local education agencies, public and private agencies and institutions	HEW Regional Offices
Library demonstrations (OMB Cat. No. 13.475)	Higher Education Act, Title II	To promote library and information science research and demonstrations	1,000,000	Institutions of higher education and other public or private nonprofit agencies, institutions, and organizations	OE Office of Libraries and Learning Resources
Foreign language and area studies research (OMB Cat. No. 13.436)	National Defense Education Act, Title VI	To improve foreign language and area studies through support of research, experimentation, development of specialized instructional materials and studies	860,000	Institutions of higher education, State education agencies, other educational and professional organizations	OE Division of International Education
Vocational facilities (OMB Cat. No. 23.012)	Appalachian Regional Development Act of 1965	Construct area vocational education facilities in the Appalachian region	24,000,000	State education agencies in the Appalachian region	OE Division of Vocational and Technical Education

Fiscal Year 1976 Formula Children for Local Educational Agencies

	Poor	AFDC	Neglected	Delinquent	Correctional	Foster	Total
TOTALS	7,700,368	736,223	48,706	19,571	1,549	199,143	8,705,560
ALABAMA	272,146		630	67	13	2,446	275,302
ALASKA	12,393	1,383	181	19		508	14,484
ARIZONA	84,014		203	312		1,949	86,478
ARKANSAS	155,135		487	13		1,010	156,645
CALIFORNIA	595,765	75,769	3,152	8,090		20,689	703,465
COLORADO	71,254	3,282	385	82		2,155	77,158
CONNECTICUT	55,083	15,176	354	72		2,819	73,504
DELAWARE	17,372	502				942	18,816
FLORIDA	299,575	43	976	444		4,379	305,417
GEORGIA	293,871		1,276	36		2,608	297,791
HAWAII	19,465	5,373				492	25,330
IDAHO	23,716	744	88	30		711	25,289
ILLINOIS	302,311	76,960	2,511	434		8,440	390,656
INDIANA	123,484	3,141	1,408	388		4,749	133,170
IOWA	72,000	8,384	164	37		2,965	83,550
KANSAS	64,621	2,663	242	203	29	1,678	69,436
KENTUCKY	208,462	136	1,109	191		3,049	212,947
LOUISIANA	308,850	6	642			3,780	313,278
MAINE	36,308	1,685	203	47		1,888	40,131
MARYLAND	116,951	2,596	396	105	78	6,918	127,044
MASSACHUSETTS	116,900	35,286	926	153		4,377	157,642
MICHIGAN	220,485	97,096	1,071	1,282		6,003	325,937
MINNESOTA	93,936	10,080	443	568		5,499	115,526
MISSISSIPPI	261,679		596	24		1,259	263,558
MISSOURI	172,955	678	677	1,137	85	3,138	178,665
MONTANA	24,998	29	275			844	26,146
NEBRASKA	45,952	701	173	52		1,105	47,983
NEVADA	10,890	8	224	20	71	324	11,537
NEW HAMPSHIRE	14,286	1,592	202	33		1,086	17,199
NEW JERSEY	155,690	52,314	453	770		6,611	215,838
NEW MEXICO	80,559		387	50		784	81,780
NEW YORK	526,402	218,156	8,648	1,386	1,255	32,949	788,796
NORTH CAROLINA	312,545	10	2,011			4,913	319,479
NORTH DAKOTA	27,354	126	66	36		570	28,152
OHIO	273,542	3,448	2,941	623		10,241	290,795
OKLAHOMA	122,548	646	1,362	171		825	125,552
OREGON	53,953	6,858	16	390		3,372	64,589
PENNSYLVANIA	304,815	60,250	3,875	918		10,125	379,983
RHODE ISLAND	24,482	4,130	166			808	29,586
SOUTH CAROLINA	206,985		714	10		1,234	208,943
SOUTH DAKOTA	33,815	912	548			745	36,020
TENNESSEE	245,157		1,444	156		2,115	248,872
TEXAS	636,776		4,086	189		3,023	644,074
UTAH	30,796	2,449	65	111		1,038	34,459
VERMONT	13,062	1,921	153			673	15,809
VIRGINIA	214,357	1,079	724			6,660	222,820
WASHINGTON	80,172	11,864	909	495		5,475	98,915
WEST VIRGINIA	106,359		313	22	18	2,273	108,985
WISCONSIN	103,895	20,092	680	377		5,633	130,677
WYOMING	10,054		151	28		191	10,424
DISTRICT OF COLUMBIA	37,193	8,660				1,075	46,928
AMERICAN SAMOA							
GUAM							
PUERTO RICO							
TRUST TERRITORY							
VIRGIN ISLANDS							

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STATOSTO STATISTICAL

Fiscal Year 1976 - State Agency Programs Formula Children

	Total	Handicapped	Juvenile Delinquents	Adult Correctional	Neglected	Migrants
TOTALS	445,515	188,078	29,066	12,480	3,635	212,256
ALABAMA	2,833	1,265	371	60		1,137
ALASKA	2,038	1,925	88		25	
ARIZONA	7,198	1,243	299	36		5,620
ARKANSAS	8,050	2,937	437	436		4,240
CALIFORNIA	49,165	3,696	2,413	594		42,462
COLORADO	6,643	3,455	361	45		2,782
CONNECTICUT	5,341	2,461	134	874	94	1,778
DELAWARE	2,032	1,581	164			287
FLORIDA	38,045	4,260	1,035	643		32,107
GEORGIA	5,333	1,954	847	491		2,041
HAWAII	634	579	45	10		
IDAHO	5,489	365	55	70		4,999
ILLINOIS	12,977	10,799	767	164	51	1,196
INDIANA	8,195	4,966	546	600	339	1,744
IOWA	1,972	1,385	229	122	76	160
KANSAS	3,756	2,289	257	112		1,098
KENTUCKY	3,260	2,323	339	197	86	315
LOUISIANA	7,405	5,583	810	65		947
MAINE	2,689	1,599	193	73		819
MARYLAND	4,337	3,027	525	415		370
MASSACHUSETTS	12,758	9,293	688	253		2,524
MICHIGAN	20,695	11,770	574	764	28	7,559
MINNESOTA	3,221	1,517	503	187		1,014
MISSISSIPPI	5,468	1,477	553	149		3,289
MISSOURI	6,489	3,830	550	89		2,020
MONTANA	1,332	512	191	1	86	542
NEBRASKA	1,318	640	174	46	36	422
NEVADA	802	465	207	38		92
NEW HAMPSHIRE	1,579	1,396	183			
NEW JERSEY	9,045	5,689	822	56		2,478
NEW MEXICO	4,869	718	268	15		3,868
NEW YORK	21,079	15,050	2,206	888		2,935
NORTH CAROLINA	14,071	6,819	1,087	1,068		5,097
NORTH DAKOTA	1,309	538	115	23		633
OHIO	16,835	11,715	2,188	161	229	2,542
OKLAHOMA	4,562	1,394	423	234	600	1,911
OREGON	7,674	3,258	246	153	47	3,970
PENNSYLVANIA	15,154	12,478	974	660	400	642
RHODE ISLAND	1,106	995	45	15	51	
SOUTH CAROLINA	4,298	2,337	621	504	166	670
SOUTH DAKOTA	893	740	80	51		22
TENNESSEE	4,470	2,124	1,099	435	442	370
TEXAS	64,280	12,094	843	619	586	50,138
UTAH	1,434	979	165	10		280
VERMONT	2,142	2,003	70	15		54
VIRGINIA	7,512	5,661	1,022	268		561
WASHINGTON	11,593	2,868	615	173		7,937
WEST VIRGINIA	2,127	1,420	457	89	57	104
WISCONSIN	8,284	6,031	740	163	60	1,290
WYOMING	916	414	89	7		406
DISTRICT OF COLUMBIA	3,109	2,540	393		176	
AMERICAN SAMOA						
GUAM	160	160				
PUERTO RICO	7,521	1,461	937	339		4,784
TRUST TERRITORY						
VIRGIN ISLANDS	18		18			

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STATOST

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Elementary and Secondary Education Act of 1965, P.L. 89-10 As Amended
Title I, Assistance for Educationally Deprived Children
Allotments for Fiscal Year 1976

	PART A								PART B - $16,538,000		GRAND TOTAL	
	Local Educational Agencies	Handicapped Children	Juvenile Delinquents	Adult Correctional Institutions	Neglected Children	Migrant Children 1/	Administration	Total Part A	Special Incentive	Administration	Total Administration	Grand Total
TOTALS	1,625,412,679	95,868,643	18,090,832	7,284,243	2,084,369	97,090,478	19,792,971	1,865,624,215	16,374,257	163,743	19,956,714	1,900,000,000
ALABAMA	41,814,255	633,507	199,129	39,363		711,306	433,976	43,831,536			433,976	43,831,536
ALASKA	3,349,573	1,491,880	61,398	4,408	25,595		144,606	5,077,460	539,408	5,394	150,000	5,622,262
ARIZONA	13,678,036	530,238	299,156	13,685		2,136,387	166,575	16,824,077			166,575	16,824,077
ARKANSAS	23,806,079	1,201,718	199,592	159,157		1,547,720	269,143	27,183,459			269,143	27,183,459
CALIFORNIA	130,039,420	2,026,019	1,448,082	263,546		18,839,540	1,526,166	154,142,773			1,526,166	154,142,773
COLORADO	13,772,261	1,538,848	157,451	19,303		1,523,566	170,114	17,181,543	345,601	3,456	173,570	17,530,600
CONNECTICUT	16,196,042	1,520,891	105,494	462,844	49,780	941,575	192,766	19,469,392	201,336	2,013	194,779	19,672,741
DELAWARE	4,110,183	843,255	158,130			315,216	148,899	5,575,683	110,128	1,101	150,000	5,686,912
FLORIDA	50,503,034	2,097,705	621,467	582,567		12,759,567	665,643	67,229,983			665,643	67,229,983
GEORGIA	45,357,803	781,233	485,318	215,100		745,047	475,845	48,060,346			475,845	48,060,346
HAWAII	5,392,197	302,795	23,624	5,116			150,000	5,873,732			150,000	5,873,732
IDAHO	3,843,995	222,260	59,739	25,553		1,824,835	150,000	6,126,382			150,000	6,126,382
ILLINOIS	82,558,717	6,473,167	568,153	103,530	120,981	724,867	905,494	91,454,909			905,494	91,454,909
INDIANA	21,565,768	2,135,308	282,485	233,526	179,679	729,830	251,266	25,377,862			251,266	25,377,862
IOWA	15,090,203	756,184	131,305	52,523	83,128	101,076	162,144	16,376,563			162,144	16,376,563
KANSAS	12,269,304	1,107,450	139,853	85,209		646,474	150,000	14,398,290			150,000	14,398,290
KENTUCKY	32,426,766	896,867	125,845	75,428	31,393	114,989	336,713	34,008,000			336,713	34,008,000
LOUISIANA	47,732,141	2,161,190	439,472	23,802		488,560	508,452	51,353,617	378,854	3,789	512,241	51,736,260
MAINE	6,095,298	609,414	129,202	26,648		298,968	147,054	7,306,584	294,582	2,946	150,000	7,604,112
MARYLAND	27,832,475	1,593,807	505,279	231,967		950,419	311,139	31,425,096	232,292	2,323	313,462	31,659,701
MASSACHUSETTS	30,364,592	4,523,563	318,475	117,114		1,168,360	364,921	36,857,025	334,324	3,343	368,264	37,194,692
MICHIGAN	70,850,778	6,462,928	299,881	474,449	14,628	4,475,087	825,778	83,403,529	2,456,139	24,561	850,339	85,884,229
MINNESOTA	24,645,701	1,157,076	319,131	190,938		519,634	268,325	27,100,905	2,122,190	21,222	289,547	29,244,217
MISSISSIPPI	40,030,517	587,830	250,069	54,391		1,200,617	421,234	42,544,658			421,234	42,544,658
MISSOURI	29,117,891	1,922,592	310,733	106,974		790,466	322,487	32,571,143			322,487	32,571,143
MONTANA	4,828,797	352,811	87,987	1,158	50,477	872,462	146,870	6,340,562	313,001	3,130	150,000	6,656,693
NEBRASKA	8,435,710	334,814	88,450	19,326	16,208	289,431	150,000	9,333,939			150,000	9,333,939
NEVADA	2,007,856	207,564	105,121	15,851		38,900	150,000	2,525,292			150,000	2,525,292
NEW HAMPSHIRE	2,822,661	550,638	84,282			24,081	150,000	3,631,662			150,000	3,631,662
NEW JERSEY	49,173,844	4,240,298	739,831	54,300		2,279,346	564,876	57,052,495	1,678,175	16,782	581,658	58,747,452
NEW MEXICO	12,447,191	382,050	137,075	5,486		2,427,294	153,991	15,553,087	493,490	4,935	158,926	16,051,512
NEW YORK	180,180,252	10,014,256	1,903,367	778,015		2,932,220	1,958,081	197,766,191	2,456,139	24,561	1,982,642	200,246,891
NORTH CAROLINA	48,615,109	2,744,278	773,823	389,498		1,860,609	543,833	54,927,150			543,833	54,927,150
NORTH DAKOTA	4,427,877	294,526	58,812	23,154		762,709	150,000	5,717,078			150,000	5,717,078
OHIO	49,190,897	5,154,655	884,390	104,195	131,981	1,516,620	569,827	57,552,565			569,827	57,552,565
OKLAHOMA	19,069,470	697,253	154,672	204,686	251,458	773,360	211,509	21,362,408			211,509	21,362,408
OREGON	13,368,764	1,642,303	341,737	77,624	34,277	1,974,916	174,396	17,614,017	709,572	7,096	181,492	18,330,685
PENNSYLVANIA	81,400,648	6,442,840	760,365	339,808	244,036	631,411	898,191	90,717,299	465,602	4,656	902,847	91,187,557
RHODE ISLAND	6,429,923	532,801	23,505	13,432	33,064	3,100	150,000	7,185,825			150,000	7,185,825
SOUTH CAROLINA	31,760,052	1,214,222	301,472	378,345	88,450	644,158	343,867	34,730,566			343,867	34,730,566
SOUTH DAKOTA	5,557,851	341,530	51,866	18,617		37,510	150,000	6,157,374			150,000	6,157,374
TENNESSEE	37,862,844	878,018	459,385	158,792	238,954	322,311	399,203	40,319,507			399,203	40,319,507
TEXAS	97,850,649	5,534,851	966,469	225,960	316,754	19,435,887	1,243,306	125,573,876			1,243,306	125,573,876
UTAH	5,235,093	400,110	106,974	7,873		263,961	147,392	6,161,403	260,820	2,608	150,000	6,424,831
VERMONT	2,923,360	899,381	63,443	6,666		23,999	144,747	4,061,596	525,252	5,253	150,000	4,592,101
VIRGINIA	37,066,971	2,261,290	549,688	398,257		778,917	410,551	41,465,674			410,551	41,465,674
WASHINGTON	19,343,478	1,416,802	367,179	162,713		3,730,390	250,206	25,270,768	694,475	6,945	257,151	25,972,188
WEST VIRGINIA	16,577,023	546,235	238,491	32,499	25,470	209,317	176,290	17,805,315			176,290	17,805,315
WISCONSIN	25,963,621	2,904,867	432,661	77,836	43,729	734,020	301,567	30,458,301	1,529,140	15,292	316,859	32,002,734
WYOMING	2,032,560	256,147	49,957	11,852		280,928	147,663	2,779,887	233,737	2,337	150,000	3,015,161
DISTRICT OF COLUMBIA	10,691,492	1,390,803	262,746		104,327		150,000	12,599,368			150,000	12,599,368
AMERICAN SAMOA	383,440						25,000	408,440			25,000	408,440
GUAM	1,015,694	84,122					25,000	1,124,816			25,000	1,124,816
PUERTO RICO	36,872,690	571,453	442,714	211,169		688,466	387,865	39,174,357			387,865	39,174,357
TRUST TERRITORY	1,219,150						25,000	1,244,150			25,000	1,244,150
VIRGIN ISLANDS	647,470		15,907				25,000	688,377			25,000	688,377
Dept. of Interior	17,567,233							17,567,233				17,567,233
Evaluation & Studies												17,500,000
Undistributed												337,784

1/ $1.7 million of this amount reserved for the Migrant Student Record Transfer System

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Elementary and Secondary Education Act of 1965, P.L. 89-10, As Amended
Title I, Assistance for Educationally Deprived Children
Allotments for Fiscal Year 1975

	PART A								PART B - $14,000,000		PART C - $38,000,000			
	Local Educational Agencies	Handicapped Children	Juvenile Delinquents	Adult Correctional Institutions	Neglected Children	Migrant Children 1/	Administration	Total Part A	Special Incentive	Administration	Special Grants	Administration	Total Administration	Grand Total
TOTALS	1,587,168,967	87,863,520	18,062,691	6,734,295	2,023,753	91,953,160	19,311,687	1,813,118,083	13,861,386	138,614	37,623,761	376,239	19,826,540	1,876,000,000 1,865,118,083
ALABAMA	40,339,739	633,507	199,129	39,363		711,306	419,230	42,342,274			319,986	3,200	422,430	42,665,460
ALASKA	3,225,765	1,464,514	86,993	4,408			145,777	4,927,457	340,716	3,407	81,626	816	150,000	5,354,022
ARIZONA	13,383,262	530,238	299,156	11,577		2,104,281	163,285	16,491,799			258,748	2,587	165,872	16,753,136
ARKANSAS	22,990,111	1,201,718	199,592	90,775		1,539,915	260,221	26,282,332			208,408	2,084	262,305	26,492,824
CALIFORNIA	128,062,203	2,026,019	1,448,082	183,421		17,365,908	1,490,856	150,576,489			4,514,351	45,149	1,536,005	155,136,489
COLORADO	13,504,183	1,538,848	157,451	17,808		1,523,566	167,419	16,909,275	77,080	771	425,280	4,253	172,443	17,416,659
CONNECTICUT	13,831,739	1,516,973	105,494	427,046	49,090	726,612	166,569	16,823,513	51,653	517	750,125	7,501	174,587	17,633,309
DELAWARE	3,995,756	727,984	158,130			315,216	148,913	5,345,999	108,743	1,087			150,000	5,455,829
FLORIDA	47,884,074	2,057,972	621,467	582,567		11,147,502	622,936	62,916,518			916,894	9,169	632,105	63,842,581
GEORGIA	44,014,035	781,233	485,318	292,645		563,591	460,368	46,497,190			485,009	4,850	465,218	46,987,049
HAWAII	4,692,480	261,985	23,624	410	20,638		147,994	5,147,101			200,570	2,006	150,000	5,349,677
IDAHO	3,693,052	193,109	59,739	25,007		1,670,527	149,350	5,790,784			65,039	650	150,000	5,856,473
ILLINOIS	84,060,765	5,479,386	568,153	103,530	120,931	724,867	910,577	91,968,259			3,551,694	35,517	946,094	95,555,470
INDIANA	21,072,822	2,144,570	282,485	191,719	179,679	729,830	246,011	24,847,116			399,981	4,000	250,011	25,251,097
IOWA	14,661,224	756,184	131,305	47,990	83,128	101,076	157,809	15,938,716	35,404	354	235,152	2,352	160,515	16,211,978
KANSAS	11,747,773	1,102,617	139,853	85,209		646,474	147,465	13,869,391			253,470	2,535	150,000	14,125,396
KENTUCKY	31,939,341	712,696	139,755	75,428		88,913	329,561	33,285,694			282,678	2,827	332,388	33,571,199
LOUISIANA	47,145,448	2,131,141	439,472	20,839		488,560	502,255	50,727,715	752,469	7,525	567,212	5,672	515,452	52,060,593
MAINE	5,727,207	537,527	129,202	25,529	11,114	242,522	147,009	6,820,110	237,589	2,376	61,452	615	150,000	7,122,142
MARYLAND	26,786,951	1,361,101	505,279	231,967		950,419	298,357	30,134,074	156,745	1,567	852,314	8,523	308,447	31,153,223
MASSACHUSETTS	30,292,790	3,627,027	272,919	74,970		616,578	348,843	35,233,127	219,460	2,194	1,524,977	15,250	366,287	36,994,988
MICHIGAN	63,845,083	5,799,116	294,814	474,449	14,255	4,475,087	749,028	75,651,842	2,079,208	20,792	2,581,044	25,810	795,630	80,358,696
MINNESOTA	25,155,468	678,289	319,131	190,938		454,149	267,980	27,065,955	1,739,156	17,392	556,894	5,569	290,941	29,384,966
MISSISSIPPI	38,543,845	495,173	250,069	43,067		1,040,563	403,727	40,776,444			272,438	2,724	406,451	41,051,606
MISSOURI	28,643,389	1,869,958	310,733	106,974		657,836	315,889	31,904,779			552,220	5,522	321,411	32,462,521
MONTANA	4,500,975	324,626	87,987	1,158	50,477	872,462	147,880	5,985,565	142,309	1,423	69,651	697	150,000	6,199,645
NEBRASKA	8,337,465	334,814	88,450		16,238	289,431	148,659	9,215,027			134,126	1,341	150,000	9,350,494
NEVADA	1,951,085	142,107	105,121	14,819		38,900	149,447	2,401,479			55,268	553	150,000	2,457,300
NEW HAMPSHIRE	2,743,951	377,762	84,282			24,081	149,350	3,379,426			64,963	650	150,000	3,445,039
NEW JERSEY	47,673,165	4,240,298	739,831	54,300		2,279,346	549,869	55,536,809	1,092,433	10,924	2,604,429	26,044	586,837	59,270,639
NEW MEXICO	12,028,757	382,050	137,075			2,427,294	149,752	15,124,928	691,951	6,920	151,935	1,519	158,191	15,977,253
NEW YORK	191,866,701	10,006,146	1,903,367	778,015		2,932,220	2,074,864	209,561,313	2,079,208	20,792	4,514,851	45,149	2,140,805	216,221,313
NORTH CAROLINA	47,964,045	2,218,034	773,823	375,566		1,707,099	530,386	53,568,953			512,301	5,123	535,509	54,086,377
NORTH DAKOTA	4,377,310	294,526	58,812	23,154		762,709	149,620	5,666,131			38,028	380	150,000	5,704,539
OHIO	50,025,141	5,154,655	835,414	104,195	131,911	1,516,620	577,680	58,345,686			1,347,180	13,472	591,152	59,706,338
OKLAHOMA	18,586,708	680,081	154,672	204,686	251,458	773,360	206,510	20,857,475			227,435	2,274	208,784	21,087,184
OREGON	13,065,339	1,392,165	376,014	77,624		1,945,762	168,569	17,025,473	389,098	3,891	333,883	3,339	175,799	17,755,684
PENNSYLVANIA	78,521,519	5,809,550	760,365	208,587	244,036	631,411	861,755	87,037,223	1,359,037	13,590	2,326,597	23,266	898,611	90,759,713
RHODE ISLAND	5,852,170	511,454	21,181	13,432	33,064	3,100	147,580	6,581,981			241,984	2,420	150,000	6,826,385
SOUTH CAROLINA	30,882,029	1,214,222	301,472	378,345	88,450	644,159	335,087	33,843,763			283,775	2,838	337,925	34,130,376
SOUTH DAKOTA	5,677,625	333,425	51,866	10,566		37,510	149,221	6,260,213			77,909	779	150,000	6,338,901
TENNESSEE	36,592,586	878,018	459,385	135,510	238,954	322,311	386,268	39,013,032			371,795	3,718	389,986	39,388,565
TEXAS	94,397,530	5,534,851	966,469	207,001	316,754	19,435,897	1,208,585	122,067,077			1,480,858	14,809	1,223,394	123,562,744
UTAH	5,089,990	400,110	106,974	7,873		263,961	146,730	6,015,638	171,591	1,716	155,352	1,554	150,000	6,345,851
VERMONT	2,793,655	741,765	63,443	4,168		10,958	146,081	3,760,070	366,674	3,667	25,186	252	150,000	4,155,849
VIRGINIA	35,346,213	1,226,086	349,688	393,257		778,912	382,992	38,682,153			584,352	5,844	388,836	39,272,349
WASHINGTON	13,740,912	1,479,683	367,179	162,713		3,419,492	241,700	24,411,686	429,251	4,293	659,910	6,599	252,592	25,511,739
WEST VIRGINIA	16,348,525	470,963	238,491	30,101	25,479	209,317	173,229	17,496,096			183,227	1,832	175,061	17,681,155
WISCONSIN	24,647,752	2,155,588	432,661	73,568	43,729	734,020	280,873	28,368,191	1,144,095	11,440	496,449	4,964	297,277	30,025,049
WYOMING	2,049,328	222,033	49,957	11,852		280,928	147,722	2,761,820	197,626	1,976	30,240	302	150,000	2,991,964
DISTRICT OF COLUMBIA	9,670,073	1,067,274	262,746		104,327		142,660	11,247,080			734,015	7,340	150,000	11,988,435
AMERICAN SAMOA	383,440						25,000	408,440					25,000	408,440
GUAM	1,015,694	70,396					25,000	1,111,590					25,000	1,111,590
PUERTO RICO	27,366,926	571,453	42,714	211,169		526,601	291,189	29,410,052					291,189	29,410,052
TRUST TERRITORY	1,219,150						25,000	1,244,150					25,000	1,244,150
VIRGIN ISLANDS	647,470		13,927				25,000	688,377					25,000	688,377
Dept. of Interior	17,567,233							17,567,233						17,567,233
Outlying Areas						200,000		200,000						200,000
Evaluation and Studies														9,850,000
Undistributed														1,031,917

1/ $1.9 million of this amount reserved for the Migrant Student Record Transfer System

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Elementary and Secondary Education Act of 1965, P.L. 89-10, As Amended
Title I, Assistance for Educationally Deprived Children
Allotments for Fiscal Year 1974

	PART A								PART B	PART C			GRAND TOTAL	
	Local Educational Agencies	Handicapped Children (State Agencies)	Juvenile Delinquents in Institutions (State Agencies)	Delinquents in Correctional Institutions (State Agencies)	Neglected Children in Institutions (State Agencies)	1/ Migratory Children (State Agency)	State Administration	PART A TOTAL	PART B Special Incentive Grants	Local Educational Agencies	Administration	PART C Total	ADMINISTRATION	TOTAL
GRAND TOTAL	1,446,152,668	85,777,779	17,551,033	5,896,590	2,001,246	78,331,437	18,048,016	1,653,758,769	$17,855,113	$47,239,237	$448,588	$47,687,825	$18,496,604	$1,719,500,000
50 States & D.C.	1,396,092,696	85,135,430	17,092,412	5,685,421	2,001,246	78,331,437	17,632,794	1,601,971,436	17,855,113	47,239,237	448,588	47,687,825	18,081,382	1,667,514,374
ALABAMA	34,549,166	633,507	199,129	39,363		711,306	361,325	36,493,796		1,592,071	15,920	1,607,991	377,245	38,101,787
ALASKA	2,898,078	1,464,514	86,993	-		-	150,000	4,599,585	493,314	65,252		65,252	150,000	5,158,151
ARIZONA	8,221,631	530,238	299,156	11,577		2,104,281	150,000	11,316,883		115,799		115,799	150,000	11,432,682
ARKANSAS	20,963,618	1,201,718	199,592	39,363		751,595	231,559	23,387,445		902,274	9,023	911,297	240,582	24,298,742
CALIFORNIA	121,348,148	2,026,019	1,448,082	177,827		10,076,838	1,350,769	136,427,683	160,932	3,649,812	36,498	3,686,310	1,387,267	140,274,925
COLORADO	10,933,510	1,538,848	157,451	-		1,523,566	150,000	14,303,375	44,160	233,849		233,849	150,000	14,581,384
CONNECTICUT	14,097,517	1,516,973	105,494	-	49,080	726,612	164,957	16,660,633	313,295	294,264	2,942	297,206	167,899	17,271,134
DELAWARE	2,323,748	676,357	158,130	-		315,216	150,000	3,623,451	44,436	53,793		53,793	150,000	3,721,680
FLORIDA	25,292,847	2,057,972	621,467	582,567		11,147,502	397,024	40,099,379		866,795	8,668	875,463	405,692	40,974,842
GEORGIA	40,573,812	781,233	485,318	192,645		537,647	425,707	42,996,362		1,686,386	16,863	1,703,249	442,570	44,699,611
HAWAII	4,106,552	251,320	23,624	-	20,608	-	150,000	4,552,104		199,446		199,446	150,000	4,751,550
IDAHO	2,719,220	196,350	59,739	25,007		909,509	150,000	4,059,825		-		-	150,000	4,059,825
ILLINOIS	77,364,803	5,479,386	568,153	-	120,981	724,867	842,582	85,100,772		2,648,053	26,480	2,674,533	869,062	87,775,305
INDIANA	18,773,439	2,144,570	282,485	191,719	179,679	729,830	223,017	22,524,739	125,796	319,909	3,199	323,108	226,216	22,973,643
IOWA	14,601,661	756,184	131,305	-	83,128	101,076	156,734	15,830,088	724,284	103,017	1,030	104,047	157,764	16,658,419
KANSAS	9,631,973	1,102,617	139,853	85,209		646,474	150,000	11,756,126		182,840		182,840	150,000	11,938,966
KENTUCKY	32,212,788	712,696	-	61,591		88,913	330,760	33,406,748		1,277,759	12,777	1,290,536	343,537	34,697,284
LOUISIANA	31,322,489	2,131,141	439,472	20,839		488,560	344,025	34,746,526	1,000,433	1,258,980	12,590	1,271,570	356,615	37,018,529
MAINE	5,641,269	535,332	129,202	12,503	11,114	64,833	150,000	6,544,253	447,714	90,724		90,724	150,000	7,082,691
MARYLAND	22,681,512	1,260,782	521,388	231,967		950,419	256,461	25,902,529	325,682	806,893	8,069	814,962	264,530	27,043,173
MASSACHUSETTS	28,106,284	3,298,662	152,282	74,970		292,850	319,250	32,244,298		713,303	7,134	720,437	326,384	32,964,735
MICHIGAN	58,912,993	4,873,408	294,814	474,449	14,265	4,329,746	688,997	69,588,672	2,678,267	1,563,104	15,631	1,578,735	704,628	73,845,674
MINNESOTA	20,897,155	678,289	319,131	190,938		450,570	225,361	22,761,444	2,346,017	546,523	5,465	551,988	230,826	25,659,449
MISSISSIPPI	35,922,628	494,580	250,069	43,067		1,040,563	377,509	38,128,416		1,619,283	16,193	1,635,476	393,702	39,763,892
MISSOURI	23,367,302	1,869,958	310,733	106,974		464,942	261,199	26,381,108		775,754	7,758	783,512	268,957	27,164,620
MONTANA	2,865,542	324,626	87,987	-	50,477	872,462	150,000	4,351,094	256,827	19,995		19,995	150,000	4,627,916
NEBRASKA	7,187,530	334,814	88,450	-	16,208	289,431	150,000	8,066,433		162,258		162,258	150,000	8,228,691
NEVADA	1,108,679	130,128	105,121	14,819		38,900	150,000	1,547,647		-		-	150,000	1,547,647
NEW HAMPSHIRE	2,273,895	347,780	84,282	-		24,081	150,000	2,880,038		-		-	150,000	2,880,038
NEW JERSEY	52,903,906	4,240,298	739,831	54,300		2,279,346	602,177	60,819,858	1,277,454	1,738,060	17,380	1,755,440	619,557	63,852,752
NEW MEXICO	7,393,185	382,050	137,075	-		1,016,946	150,000	9,079,256	299,317	241,567		241,567	150,000	9,620,140
NEW YORK	218,024,439	9,996,871	1,771,373	778,015		2,932,220	2,335,029	235,837,947	2,678,267	8,957,577	89,576	9,047,153	2,424,605	247,563,367
NORTH CAROLINA	51,556,663	2,139,014	773,823	375,566		1,545,794	563,909	56,954,769		2,032,152	20,321	2,052,473	584,230	59,007,242
NORTH DAKOTA	4,101,267	294,526	58,812	23,154		762,709	150,000	5,390,468		124,949		124,949	150,000	5,515,417
OHIO	45,280,413	5,154,655	835,414	104,195	131,981	1,516,620	530,233	53,553,511		1,344,446	13,444	1,357,890	543,677	54,911,401
OKLAHOMA	16,649,246	658,977	154,672	204,686	251,458	773,360	186,924	18,879,323		618,586	6,186	624,772	193,110	19,504,095
OREGON	8,709,633	1,316,495	240,633	77,624		1,945,762	150,000	12,440,147	652,371	112,591		112,591	150,000	13,205,109
PENNSYLVANIA	69,645,082	5,775,689	760,365	208,587	244,036	631,411	772,652	78,037,822	630,042	2,244,892	22,449	2,267,341	795,101	80,935,205
RHODE ISLAND	5,032,119	511,454	21,181	13,432	33,064	3,100	150,000	5,764,350		126,749		126,749	150,000	5,891,099
SOUTH CAROLINA	29,853,231	1,214,222	301,472	378,345	88,450	644,158	324,799	32,804,677		1,311,319	13,113	1,324,432	337,912	34,129,109
SOUTH DAKOTA	5,470,551	333,425	51,866	4,631	-	37,510	150,000	6,047,983	101,179	32,932		32,932	150,000	6,182,094
TENNESSEE	31,273,191	878,019	459,385	65,759	238,954	322,311	332,376	33,569,995		1,297,321	12,973	1,310,294	345,349	34,880,289
TEXAS	67,675,754	5,534,851	966,469	207,001	316,754	19,435,887	941,367	95,078,083		2,407,922	24,079	2,432,001	965,446	97,510,084
UTAH	4,462,187	400,110	106,974	7,873		263,961	150,000	5,391,105	198,953	44,548		44,548	150,000	5,634,606
VERMONT	2,093,957	733,535	63,443	4,168		6,483	150,000	3,051,586	366,412	29,070		29,070	150,000	3,447,068
VIRGINIA	31,522,692	1,055,845	549,688	398,257		778,917	343,054	34,648,453		1,018,609	10,186	1,028,795	353,240	35,677,248
WASHINGTON	15,134,927	1,368,534	367,179	98,765		2,095,331	190,647	19,255,383	946,568	267,880	2,679	270,559	193,326	20,472,510
WEST VIRGINIA	17,319,813	470,963	238,491	30,101	25,470	209,317	182,942	18,477,097	65,907	648,463	6,484	654,947	189,426	19,197,951
WISCONSIN	18,709,456	2,155,588	432,661	73,568	43,729	529,894	219,449	22,164,345	1,513,569	347,759	3,478	351,237	222,927	24,029,151
WYOMING	1,186,384	222,033	49,957	-		197,811	150,000	1,806,185	163,917	-		-	150,000	1,970,102
DISTRICT OF COLUMBIA	11,194,811	948,274	262,746	-	81,810	-	150,000	12,637,641		543,709		543,709	150,000	13,181,350
BIA	16,688,398							16,688,398						16,688,398
AMERICAN SAMOA	360,065						25,000	385,065					25,000	385,065
GUAM	952,825	70,896					25,000	1,048,721					25,000	1,048,721
PUERTO RICO	30,296,832	571,453	442,714	211,169			315,222	31,837,390					315,222	31,837,390
TRUST TERRITORIES	1,152,995						25,000	1,177,995					25,000	1,177,995
VIRGIN ISLANDS	608,857		15,907				25,000	649,764					25,000	649,764
National Advisory Council on Education of Disadvantaged														185,000
Undistributed														13,293

1/ $1,900,000 of this amount reserved for the Migrant Student Record Transfer System